



JULY 1954

The School Executive



THE HEATHCOTE SCHOOL

page 58

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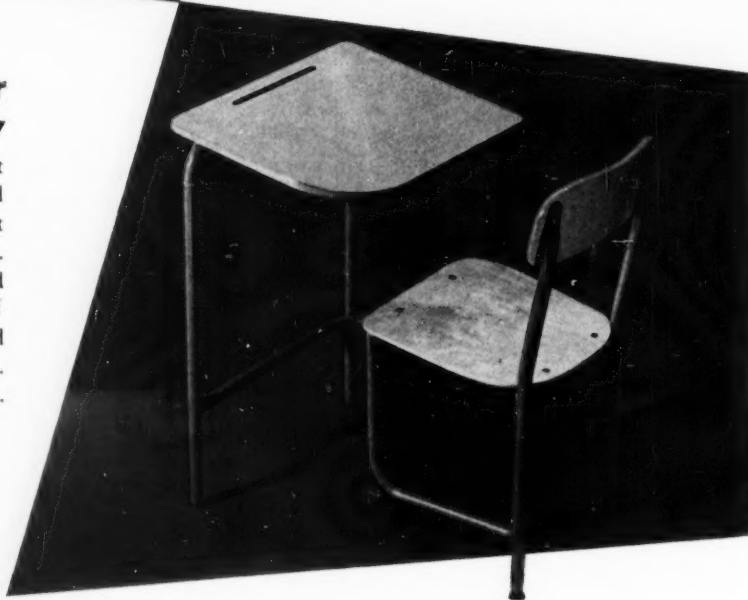
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The School Executive

JULY, 1954

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COVER	Two views of Scarsdale's new elementary school; photos by Hedrich-Blessing.
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WALTER D. COCKING, *Editor*

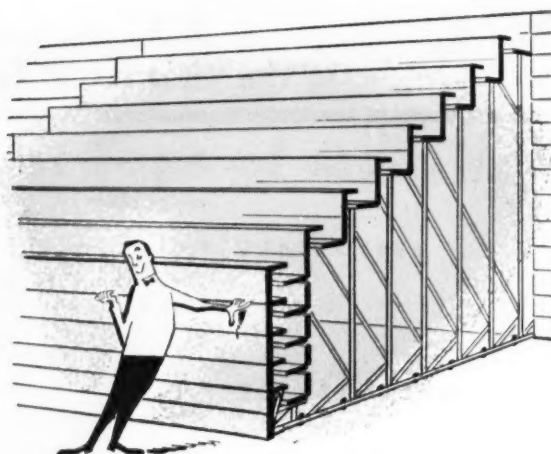
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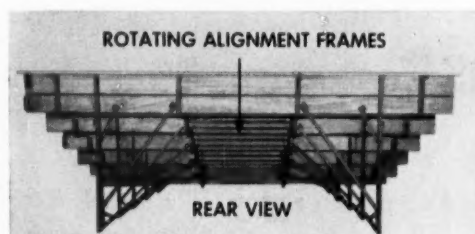
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Preview for August

August is the month of stir and bustle for school officials. With the opening of school just a few weeks away, scores of tasks and last minute emergencies have to be handled. We hope the contents of the next issue will be of help to you in planning the new school year. You will find articles on these topics:

1. Insuring school buildings—this Green Sheet article, authored by Ralph Finchum, school superintendent at Clinton, Tennessee, is based on a research study he recently conducted.
2. The work of attendance officials—in this Planning Section symposium five administrators discuss the procedures used in their school systems.
3. Oakland's new school for physically handicapped youngsters.
4. Proposal for an educational television network.
5. Orientation of new teachers—W. J. B. Truitt, director of research at Norfolk, Virginia, schools, describes new teacher orientation practices in his school system.
6. Play sculpture—a new concept in the design of school and park playground equipment.
7. A digest of school law.

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AS I SEE IT

by Helen J. Gebking

The Supreme Court Decision

MAY 17, 1954, will be recorded as one of the significant dates in the sweep of world history. On that date, the Supreme Court of the United States handed down its long-awaited decision which held in effect that separate public schools for Negroes were illegal in the national interest. The decision also provided that the states affected by the decision should place before the Court by October, 1954, proposed plans for integrating white and Negro schools before the Court issued its final decree. Thus after many years of contention and legal action, the death knell for segregation of races in the public schools was sounded.

The announcement of the Court's decision was received calmly. All recognized that a new era lay ahead. Attention of all thoughtful citizens was immediately directed to ways of putting the Court's decision into effect. Most people seemed to agree that this would require a considerable period of time. Significantly, however, discussion shifted from the legality of segregation to the problem of how non-segregated schools should be developed. Before the world, the United States had faced an important moral and social issue and through the action of its highest court registered its decision. Another forward step for free societies had been taken.

AS I SEE IT, while the decision was focused on public schools it dealt fundamentally with a great social issue. Only indirectly did it affect education and then only on the organization of public schools. In no sense did the decision affect the educational program of the schools. Stated another way, what the public schools teach remains a matter of state and local concern. It is important that this distinction be clearly understood. In no way does the decision change the American tradition that the program of the public schools is basically a matter for local and state determination. The decision requires only that the organization of all public schools should be such that differentiation between races is no longer a factor. Hence, we must conclude that the decision deals primarily with social rather than educational policy.

It is also important to observe that the effect of the decision applies to all the public schools in the 48 states, not solely to the seventeen states which have segregation by law. In fact, it may well prove to be more difficult to eliminate segregation in many of the communities which lie outside these seventeen states, and which in the past have had no legal justification for segregated schools.

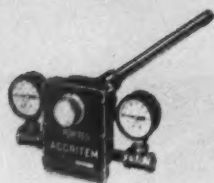
It is important to recognize that much has been done

in the seventeen states in past years to prepare for this reorganization of schools. The factor of race has more and more been eliminated in teachers' preparation and salaries. Great strides have been taken in recent years to provide equally good school plants for both races. The same standards of school transportation more and more have been applied to both races. Increasingly white and Negro teachers have participated together in in-service preparation programs and school organization matters. In recent years the amount of school money expended per white and Negro child has tended to become equalized. Such procedures have increased sympathetic understanding and will undoubtedly ease the difficult and delicate steps which lie ahead. Many people probably do not fully appreciate what has been done in the seventeen states to develop greater respect between the races. The advances which have been made in the past 25 years will aid materially in helping to find workable solutions to the problems which the Court's decision has posed.

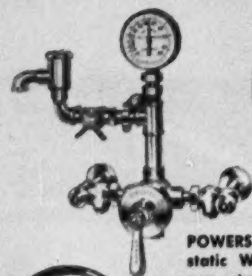
IT WILL take time to bring school reorganization into full effect. In some states and certainly within some school districts in every state, reorganization can proceed rapidly and be fully completed within a relatively short time. In other states and certain school districts, it may take many years to complete a reorganization and acquire a climate of opinion to support it. Social mores are not built in a day or a year, nor can they be quickly torn down and rebuilt.

As I see it, the first step now is for men of good will and responsibility everywhere to recognize that segregation has to go. Regardless of individual opinion, the highest court in the land has so ordered. The next step is to recognize that constructive change takes place gradually, not suddenly. Let's hope that there will be no pressure for all states and communities to complete the required reorganization by a certain calendar date. From my point of view, it would seem wise for the Court in its final decree to permit each state to make its own plans and set its own time table for putting the necessary reorganization into effect. Equally so, I would hope that no state would try to perform the whole job of reorganization at one time. A constructive program of evolution rather than revolution is required.

Finally, I have a great respect for the calm and considered judgment of the vast majority of American citizens. The voices of a few demagogues may be loud and strident, but the still small voices of men of good will will surely and finally prevail.



Above: **POWERS ACCRITEM** Temperature Regulator, is water or compressed air operated. Controls **FLOWRITE** diaphragm valve (right). Widely used for Water Heaters and Industrial Processes.



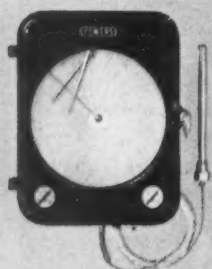
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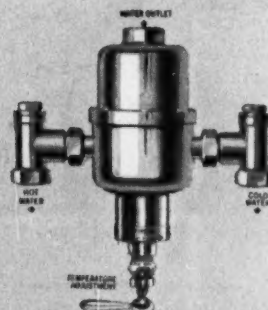
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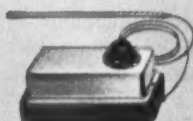


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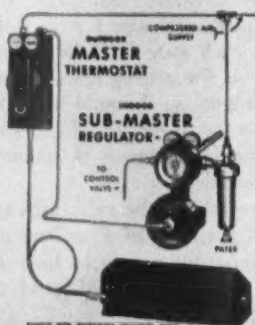


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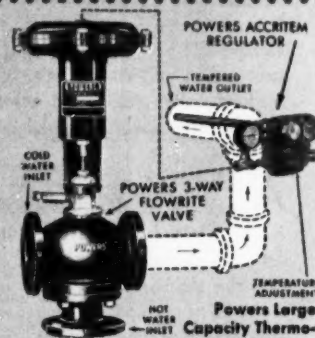
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KEYNOTES

comments on the educational scene

For them, no vacation

SUMMER SCHOOLS ARE now in full swing, with thousands of teachers in attendance. This is one more heartening example of the unselfish devotion of the profession to the schools of America.

Taking time from well-deserved vacations, and investing money from inadequate salaries, teachers evidence faithfulness to their vital tasks that most vacationers will find difficult to match.

Isn't it time for citizens everywhere to voice their gratefulness and satisfaction to teachers for the outstanding service they render, not only to the schools, but to every constructive aspect of American life!

Mrs. Hobby's conferences

THE HOUSE OF Representatives has passed the bill approving Secretary Hobby's proposal for holding a series of educational conferences by the states to be followed by a national conference at the Nation's capital.

Significantly, however, it eliminated from its action any appropriation for the financing of the conferences. What action the Senate will take is not clear at this writing.

Undoubtedly several reasons lay behind the action taken by the House. One was lukewarm approval, with the belief that conferences are a poor way to handle the problems facing education. Another was to demonstrate disapproval of any proposal for the Federal government to influence action by the states.

An additional one was the feeling that more facts and discussions are not needed nearly as much as direct action on the problems facing education which are the concern of the Federal government as well as the states. Federal aid to the states to aid needed school house construction may well serve as an example.

The editors of *THE SCHOOL EXECUTIVE* can only conclude that the House's action was a backhand way of registering lack of support in Secretary Hobby's recommendations.

Georgia's pride: teen-age voters

GEORGIA IS IN A unique position, for her eighteen-year-old citizens are allowed to vote. These citizens are our high school seniors. We feel that the action of our state in extending suffrage to these young people was wise, indeed, and we take full advantage of the opportunity to train them in the duties and responsibilities, as well as the privilege, of possession of the ballot.

The curriculum of the Atlanta public schools is keyed to the needs of our young people and this privilege gives

a new and greater opportunity to educators. "Education for Citizenship," an eighth grade course, and "Problems of Democracy," a twelfth grade course, are designed to prepare students for full citizenship responsibilities.

The Chamber of Commerce, the Junior Chamber of Commerce, and all the Service Clubs of Atlanta have joined with the schools in setting an example and preparing our young voters, many of them high school seniors, for their new responsibility. They have helped immeasurably by sponsoring assemblies, conferences and lectures.

Already, experience in Georgia refutes all the arguments against giving the vote to eighteen-year-olds. To those who say, "They wouldn't vote anyway," we answer, "We take those who want to vote down to register, and all who are eligible show enthusiasm at going." Not only are they anxious to vote themselves but they encourage older people to consciousness of their privilege.

Prior to the closing of our registration lists on May first of this year the Junior Chamber of Commerce sponsored a project for high school seniors to go into every community carrying brochures, visiting with the people, explaining how and urging them to register and arousing them to an acceptance of their responsibilities and privileges.

To those who argue, "Their parents will just tell them how to vote," we sum up our experience in the statement of one high school senior: "Indeed not! We have changed our parents' ideas about certain issues!"

As a former governor of Georgia has said, "Any nation that is distrustful of its youth is headed for destruction and ruin." We believe in our youth!

IRA JARRELL
*Superintendent of Schools
Atlanta, Georgia*

CPEA looks ahead

THE COOPERATIVE PROGRAM in Educational Administration is now completing its third year. During its short life, it has accomplished many things.

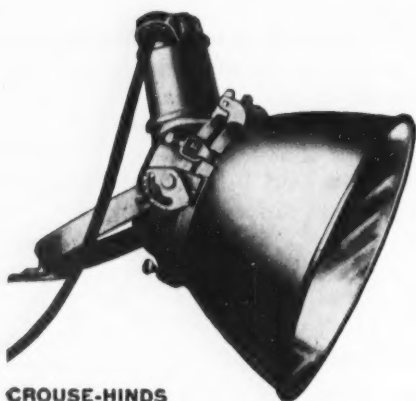
As originally set up, the program is to operate for five years, through a grant from the Kellogg Foundation. What should the program for the next two years be concerned with?

Each of the eight centers administering CPEA is in the process of evaluating its work. It seems timely that an evaluation of the entire program be made now.

The American Association of School Administrators, as chief sponsors of the original program, should proceed to establish the necessary machinery and programs for such an assessment. From this should evolve a program for the future.

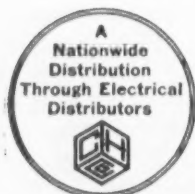


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- 3 Bigger cash income.** The increased revenue from the bigger crowds that attend night games makes more cash available for any number of the things that every coach desires, such as more and better athletic equipment, and snappy uniforms of higher quality. These are the things that help to induce more of the husky boys to go out for the team and at colleges, attract more athletic talent from the high schools.

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SCHOOL PLANT

News & Views

Requirements for Pre-School Buildings

Architect Heinrich H. Waechter suggests the educational and architectural requirements for pre-school buildings in the latest AIA School Plant Studies report.

For a self-contained school for children from two to six, he suggests the following types of rooms:

Play or group room	Isolation room
Sleeping room	Conference room
Dining room	Office
Lavatories	Teachers' room
Observation room	Caretaker's suite
Kitchen	Utility room
Laundry	Storage

New York City Builds a School of Printing

Commencing this fall, the City of New York will construct a new school of printing, designed to house some 2700 students at a cost of approximately \$5 million. Members of the Board of Education noted that the printing trades comprise the city's second largest industry. About 1200 of the 2700 students represent printing trades apprentices, journeymen, and war veterans.

No Let-up Seen in Construction Boom

Construction activity during the first four months this year continued at record levels, latest Federal Reserve Bulletins report. Similar reports by the F. W. Dodge Corporation reveal that over \$150 million in contract awards were let for schools and colleges this past April. This total was 17 percent above last year's April record.

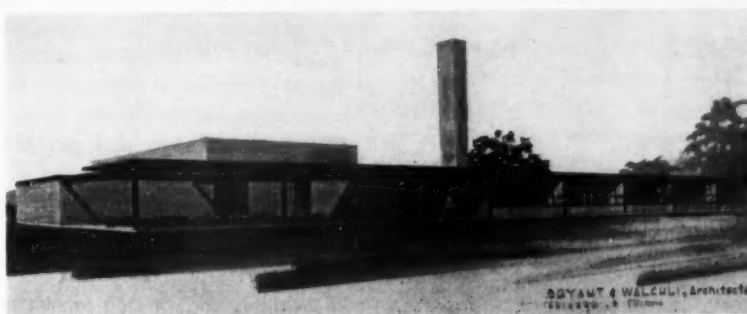
The Dodge economists predict that the boom in school construction will continue as states and communities try to keep pace with increasing pupil population.

Warren, Ohio, Starts on \$5 Million Building Program

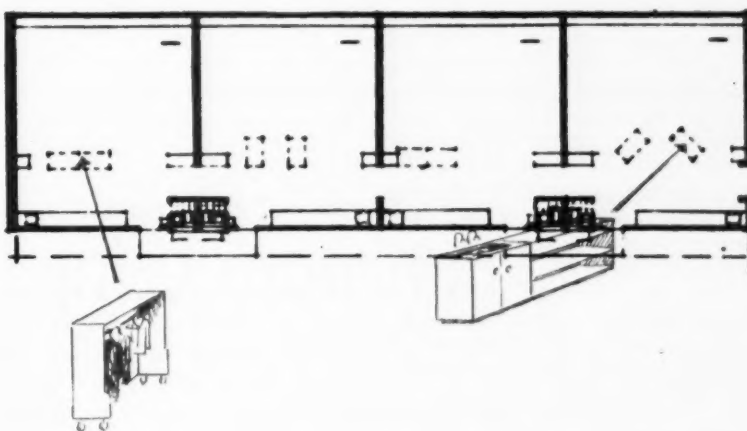
Warren, Ohio, City Schools initiated their new building program last month following approval of a local \$5.5 million bond issue passed last November.

At that time the board of education adopted a program to build additions to three elementary schools, a junior and a senior high school, and to construct an elementary school. Work is now under way on the first addition.

Economy, Flexibility Stressed in New Elementary Schools



Davenport Township School, on the outskirts of Davenport, Iowa, will soon accommodate 300 pupils, many of whom will move up from scattered one-room schools, in grades 4-8. To avoid high maintenance costs a minimum of wood is used in construction; brick will face all sides of the building. The design, by Architects Bryant & Walchi, will permit rearrangement of interior partitions. Awarded a low bid of \$128,000 for 10 classrooms, multi-use gymnasium, office suite, boiler room, kitchen and bus port, the school is designed to last 60 years.



The 12 primary-grade rooms in the newly designed Westover Elementary School in Stamford, Connecticut, will be provided with extra space at no extra cost. This is achieved by eliminating the built-in partitions between rooms and corridor. Movable coat racks shield each room from passageway and can be swung out of the way to open room to activity area with its work counter and sink. Architect William R. Ballard creates a feeling of gaiety in this 820-pupil, million-dollar school by vark-coloring the corridors and by decorating the three necessary chimneys as giant candy sticks.



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LETTERS

to the editor

Says "thanks" for NAM

TO THE EDITOR: Many thanks for THE SCHOOL EXECUTIVE review of the NAM statement, *This We Believe About Education*. (April, page 120).

Both your comments and your selection of quotations seem to me appropriate and well-balanced, and we appreciate the attention which your magazine has called to our effort.

We hope that it will make some small contribution, along the lines intended, to better cooperation and understanding between education and industry throughout the country.

ROBERT H. W. WELCH, JR.
Chairman, NAM special educational committee
Cambridge, Mass.

Buildings & human values

TO THE EDITOR: The article by Karl Hereford and Kenneth Gibbons in the April Issue (*Educator and Architect Take a Look at New Schools*) is one of the best educational devices for promoting good school buildings that I have ever seen. You ought to have reprints made and sent out to every school board member in the United States.

And boy, did I enjoy the part on human values!

William W. Caudill
Caudill, Rowlett, Scott
and Associates
Bryan, Texas

Christian-Education Day

TO THE EDITOR: The Lynwood, Calif., Unified School District launched a new program this year, Christian Education Day, aimed at developing a greater understanding between church and school in working toward their common goal, the all-round growth of youth.

This dominant theme of closer cooperation between schools and spir-

itual agencies came as an outgrowth of the Lynwood School District's Professional Workshop last fall.

Members of the local Ministerial Association visited four elementary schools, meeting staff, learning about the instructional programs and observing how these schools taught moral and spiritual values.

All ministers were luncheon guests of the schools they visited. At lunch, no time was lost in discussing school problems, including the very important subject of school and church working closely together in the community to solve mutual problems.

A feeling was developed that members of the school and church groups should know each other better than a friendly "hello" in passing.

A motion was made by a member of the Ministerial Association at the evaluation meeting which followed to have an annual C-E Day.

DONALD D. REBER
Supt. of Schools
Lynwood Unified School District
Lynwood, Calif.

Fine people in Maine . . .

TO THE EDITOR: I appreciate very much your kindness and your well-written article about my country (April, page 110).

My trip to the United States has been an unusual opportunity for me. Now I am on the threshold of a new tour here. I will study public administration for three months.

In April my trip took me to Boston, and also to Augusta, Maine, where I visited small schools. I also met many fine people in Maine.

Adnan Cakmakcioglu
Director of Education
Balikesir Province, Turkey

(Editor's Note: Mr. Cakmakcioglu is in the United States through a Federal Mutual Security Agency program. He is studying public administration and secondary education.)



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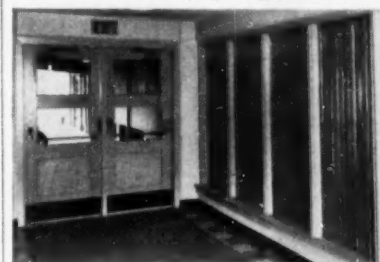
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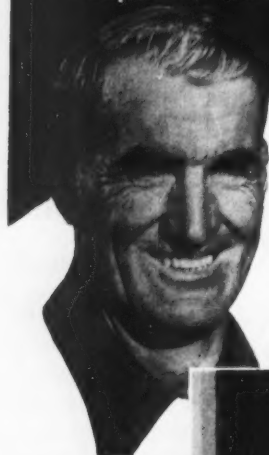
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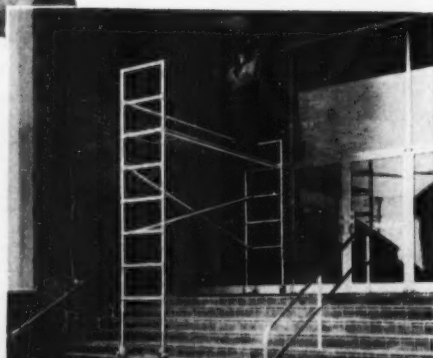
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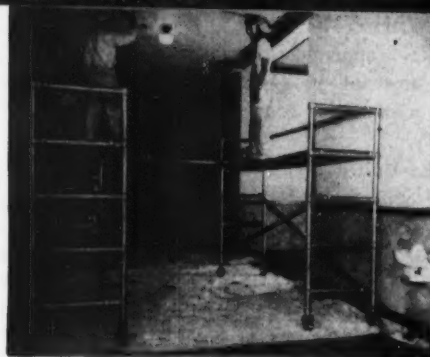


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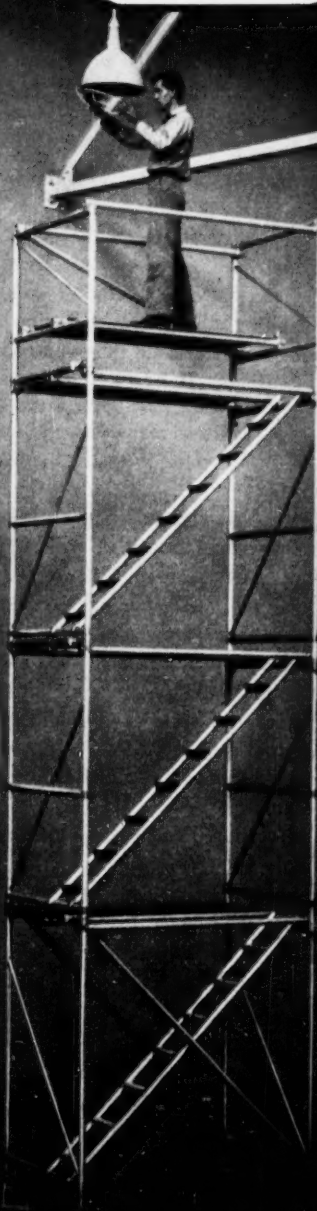
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

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STUDY HALL



CHOIR PRACTICE



BAND PRACTICE

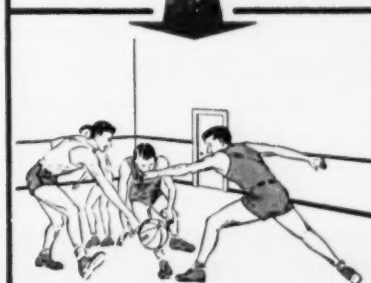
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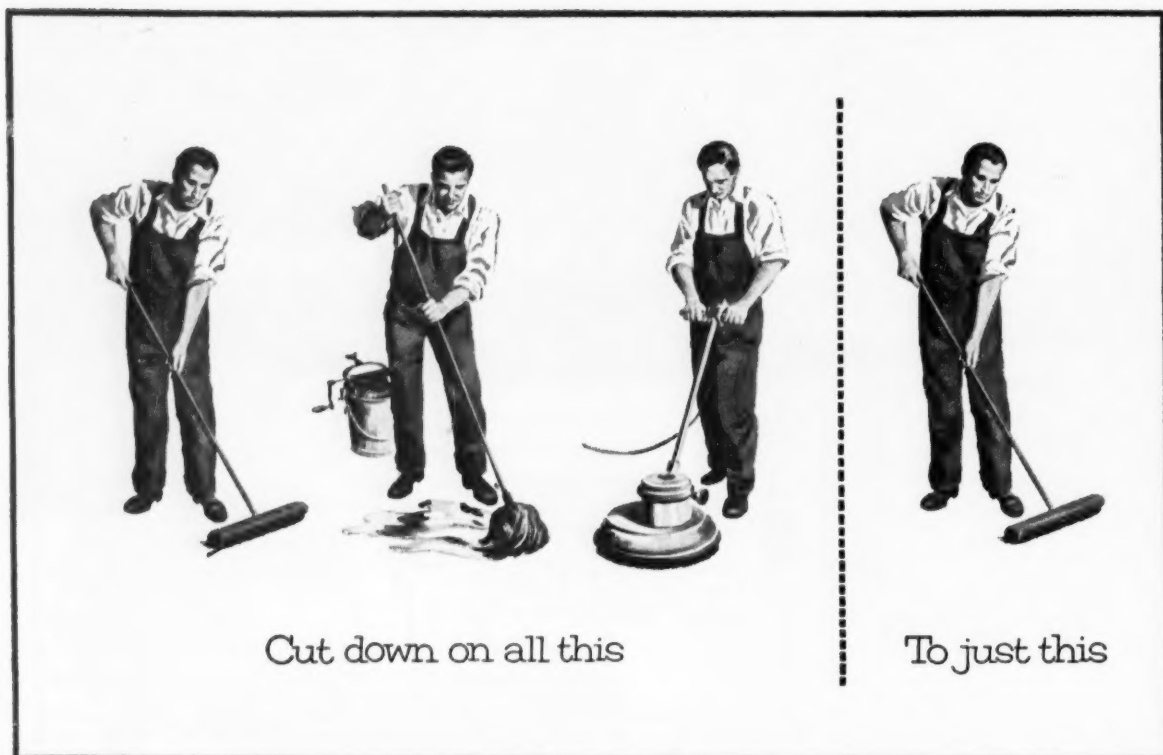
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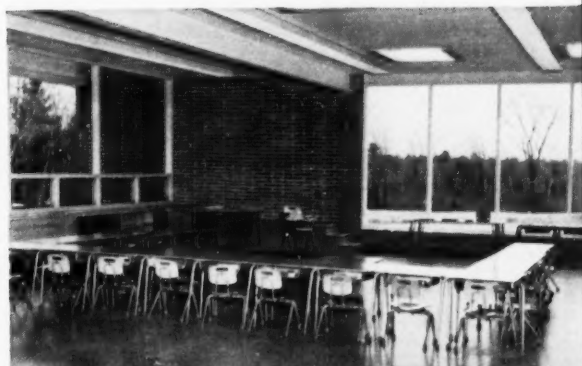
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Improving the Teaching of Citizenship

By **WILLIAM S. VINCENT**

*Professor of Education and Executive Officer,
Citizenship Education Project,
Teachers College, Columbia University*

CITIZENSHIP and citizenship education are much in the forefront of public thinking today. It is as though we had just discovered something. Suddenly we have become aware that what the schools do has an enormous influence upon the kinds of citizens our people are.

The 30-year threat of totalitarianism has awakened us to dangers to democracy from the outside. Subversive leanings of some of our citizens on one hand, and controversial methods of rooting out subversive elements on the other, have awakened us to dangers to democracy from within.

But to suppose that concern for good citizenship is something new to our schools is to overlook one of the most illustrious accomplishments of American education. Our public schools were established *primarily* to bolster the civic potential of our people.

In fact, the strongest argument for a system of public, tax-supported, compulsory education is the need to develop our young people into responsible citizens. And it is perfectly clear that this was the idea of those who first promoted a system of public education in this country.

On the whole, American schools have done a splendid job in this respect. For one thing, they are responsible for our high degree of literacy—over 97 percent. Without literacy no democratic society is possible. Whatever else is necessary to make good American citizens, literacy is the first requisite.

Furthermore, public school courses with text

books in American history, civics and current problems have had an important influence on the quality of our national citizenship.

But though our schools may have performed, on the whole, a creditable job of citizenship education, there is no implication that they cannot do the job even better. There is one fundamental fallacy in methods of citizenship education to be found generally in the schools of today. It lies in the belief that knowledge alone is power.

When public schools were first established, it was assumed that it was only necessary to enlighten people in order to make them responsible citizens. Teach them to read and write, ran the argument, let them read and amass facts about civic affairs. Knowing the facts, they will perform the right actions and make the right judgments.

More recent experience, however, points up the flaw in this reasoning. For, many who have embraced Communism could be accused of a variety of aberrations, but they could not be accused of ignorance.

In fact, there is every indication that those who would argue in defense of American society



and economy too frequently know less about these subjects than many Communists.

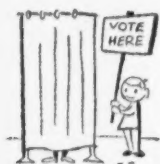
Obviously no ignoramus will be a good citizen, but knowledge alone will not guarantee good citizenship.

This realization guided the efforts of the Citizenship Education Project at Teachers College, Columbia University, as it attempted to deal with the problem of improving citizenship education in American secondary schools. An understanding of and personal dedication to the premises of

American liberty is basic to responsible American citizenship. A knowledge of the issues of the day and a command of the facts relating to those issues are also essential. But, more than that, *skill* in performing the actions required in the discharge of civic responsibility is paramount.

Since knowledge *per se* has always been a relatively well-attained objective of education, the Citizenship Education Project has stressed the importance of attaining civic skill and know-how. Any skill, being a matter of action, requires action in its teaching. Hence, the importance of the *laboratory practice*.

The essence of the laboratory practice method is to give students real experience with on-going civic affairs. The basic idea is to use the com-



munity as a laboratory for all aspects of the schools' work related to the development of good citizens. This includes courses in history, civics, problems of democracy, economics, literature. It may also include science, home economics, business education—even art and mathematics.

The use of the laboratory method to make teaching more efficient is not new. Whenever you use it in teaching you are putting into practice the long recognized principle that "seeing is believing". Imagine trying to teach about the characteristics of magnetism without demonstrations involving magnets!

You are also putting into practice the idea that "the best school is the school of experience." Imagine an "expert" on labor relations who had never attended a bargaining session, though he had read a thousand books on the subject! You are also putting into practice the principle that active things must be learned through action. Imagine trying to learn baseball without a bat, ball, and other players! Citizenship is an active thing too, for we tend to judge the good citizen in terms of what he *does*.

The laboratory method tends to be expensive.



It is interesting that we rely mostly upon inexpensive teaching methods to teach the required

courses—those courses that are required because they are essential in making us all better citizens or better persons.

We spend more on the elective courses, the ones that all pupils are not required to take—home economics, chemistry, physics and so on. In these we use the laboratory method. The talk-and-reading method is a cheap method and we have relied too heavily upon it for civics, history, current problems and those parts of the curriculum primarily designed to develop citizens.

Using the laboratory for citizenship education, means using the community itself with its civic and social agencies, processes and problems. Pupils work with political parties at election time to learn about the elective process and gain first-hand experience in the party mechanism. They assist community voluntary groups in carrying out civic projects in order to learn how pressure groups operate, how community policies are formulated and how differences of opinion are resolved. Pupils make a tax map for the local tax



assessor in order to apprehend the nature of taxation and the problems inherent in a just and equitable tax system.

To assist teachers and administrators in planning laboratory practices of this kind the Citizenship Education Project at Teachers College has devised a series of "planning tools." It is odd how often teachers are brought together in a conference, faced with a problem and then asked to invent ways to solve it from personal experiences as they may individually have had. This is often the case even when wide, but unassembled and unavailable experience exists among persons and schools throughout the country.

The planning tools essentially represent a drawing together of the best experience of thousands of teachers. In their development CEP has invested nearly one-half million dollars. With these tools, teachers in their planning sessions are able to avail themselves of the experience of others. They are no longer asked to build a house with their bare hands and without so much as a saw and hammer.

The planning process takes time. It is by no means the sole fault of teachers that effective methods of teaching are not more widely incorporated in schools throughout the country. Modi-

fication of procedure requires time for planning.

Every industry in the country recognizes this fact and does not hesitate to spend the time and money for re-tooling whenever newer methods promise to be more effective. Several days, on "company time," are needed for the planning



process that will enable teachers, using the planning tools of CEP, to reorganize their programs so as to make them more effective.

Among the dozen different planning tools for different purposes there are three principal ones. One is a file of laboratory practice ideas drawn from ten thousand teachers and others. Its purpose is to help teachers plan programs that will give pupils skill in performing the actions required in the discharge of civic responsibility.

A second is the materials card file. This is essentially a bibliographic resource, but one that will convey to the busy teacher the essential content of the book, article, pamphlet or film being considered. Its purpose is to assist teachers in planning programs that will help pupils gain a knowledge of the issues of the day and a com-

mand of the facts relating to those issues.

The third is both a list of principles and a system of organization. The principles are American, and are drawn from the Federal and state Constitutions, major court decisions and principal legislation. Presented with basic documentation in a little pamphlet called *Premises of American Liberty*, and at greater length in a book for pupils called *When Men Are Free*, these principles also provide a plan by which the laboratory practices and the reference materials are related to the various characteristics of American society. Their purpose, as they form a part of reading, discussion and experience, is to help pupils to an understanding of, and personal dedication to, the premises of American liberty.

It should be clear that no teacher can give pupils the best that modern educational know-



how has to offer in citizenship education without the help and cooperation of school administrators the general public. More than in any other school activity, first class citizenship education is a completely cooperative venture.

Teachers' Salaries and the Cost of Living

HAROLD F. CLARK,

Economic Analyst,

Teachers College, Columbia University

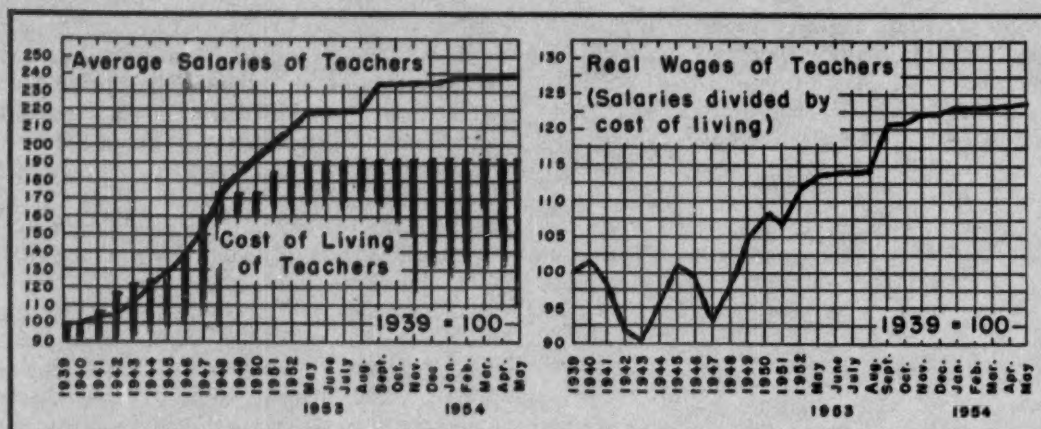
ONE of the great needs in improving the teachers' salary situation is to secure somewhat greater wage flexibility. This has been extremely difficult to accomplish in very large cities. No one has been able to evolve an entirely satisfactory procedure. It looks as though a local board of education for each school building may help provide the answer.

For a long time, it has been evident that occu-

pations which provide some fairly high salaries attract people much more easily than occupations where salaries are much more uniform. This is true even though the average salaries of the two occupations may be the same.

In recent years, however, it has been impossible to get any great flexibility particularly in the upper reaches of teachers' salaries. A few relatively high salaries for teachers might do more to recruit good people into teaching than almost any other single thing. Let us look at the reasons why a local board of education for each building might well provide this greater flexibility in teachers' salaries.

In almost every state there is a state board of education. In many states there is some kind of



The index of real wages of teachers rose .3 percent in May to 123.7, a rise caused largely by a decline in the cost of living for a few items. Weeks ahead should show continued price stability, with any slight price changes depending, for the most part, on Federal government activity. Although teachers' salaries have increased approximately 5 percent annually, they are still short of the relative real wage of teachers fifteen years ago.

a state minimum support for schools. Ultimately, we can probably look forward to the statewide minimum teachers' salary in all states.

There is a local board of education elected by the local school district in all states. This local board of education, in almost all cases, sets a minimum salary for the entire school district. What is needed now is one further step in this development.

There should be added a local board of education for each school building. This local board of education would have power to levy additional taxes and do as much as it pleased to supplement the statewide and the citywide salary minimums. This should provide far greater flexibility than the present system and should do much to increase the supply of good teachers.

No school would be any worse off than it is at present and many schools would be very much better off than they are at the present time. There are some practical difficulties in working out this procedure, but they seem minor as compared to the advantages.

Some people have raised the objection that we could not set up separate taxing machinery for these local school boards. Obviously, that would not be necessary and would not be attempted. In almost all cases, the additional taxes levied will be on a percentage base over and above the citywide tax. The tax will be levied only on the property in the particular school district.

Another objection that has been raised is that there might be a large public utility plant in one school district and nothing comparable in another. However, major citywide activities such as a utility plant or great department store could be made subject only to the citywide tax and not

to the tax of the local school district.

The basic reason for the local school board is to end indifference existing in most large cities in regard to the support of the local school. Part of the support would be thrown back on the local community and any community could go as far and as fast as it wanted to.

Many well-to-do communities would probably provide a level of support far higher than now provided by these schools. This should lead to a substantial number of salaries very much in excess of any now paid.

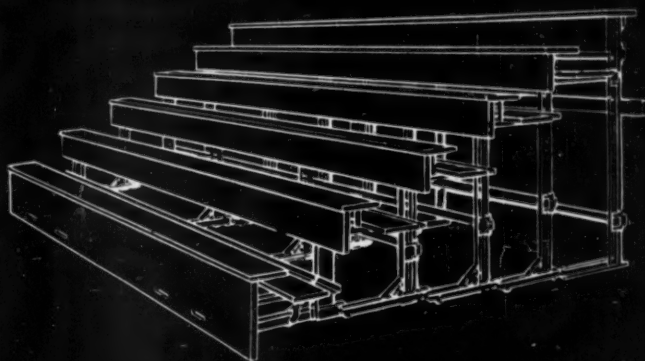
Schools in moderate income communities in no cases would be worse off than they are now. In most cases, they would be better off because almost all communities can do something when they are sufficiently interested. Communities of more moderate incomes could provide many services and facilities themselves.

Many more parents and children could, and probably would, take responsibility for doing things around the school and for the school than are now possible. Many types of supplementary activities could be provided by the parents and citizens.

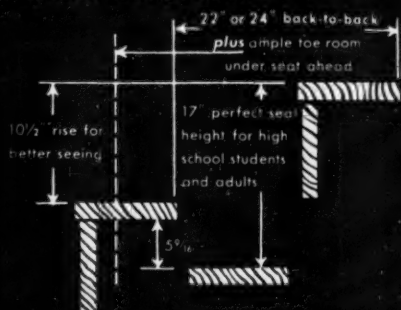
Someone will say that there is nothing to keep citizens from doing this today. This is true in theory. Practically, however, the consent today of a far distant school board has to be obtained for many activities. Under these conditions, it is difficult, if not impossible, to get strong, dynamic, local community support back of each school.

There are no panaceas to solve all the problems of the schools. However, there are the best of reasons to assume that providing a local school board for each building would be a powerful supplement to the operation of our present system.

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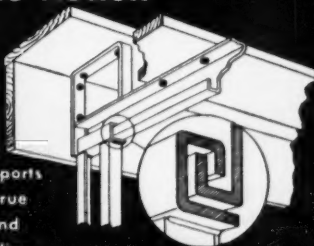
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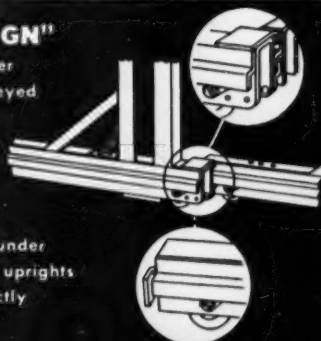
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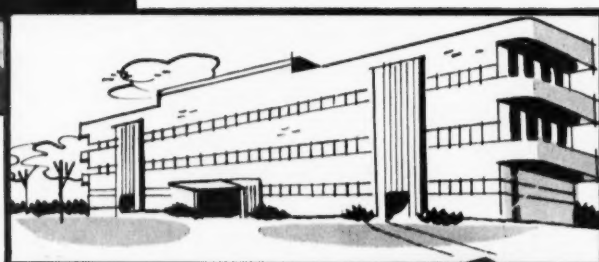
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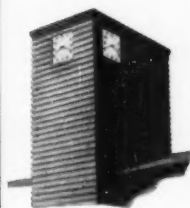
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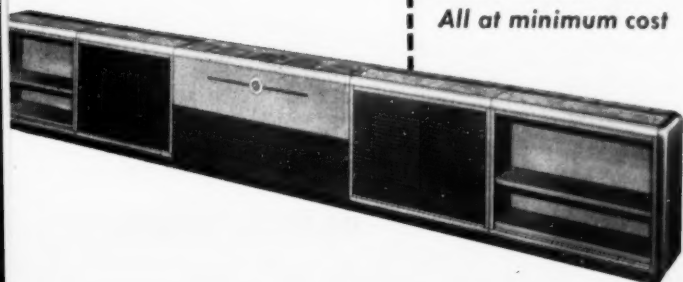
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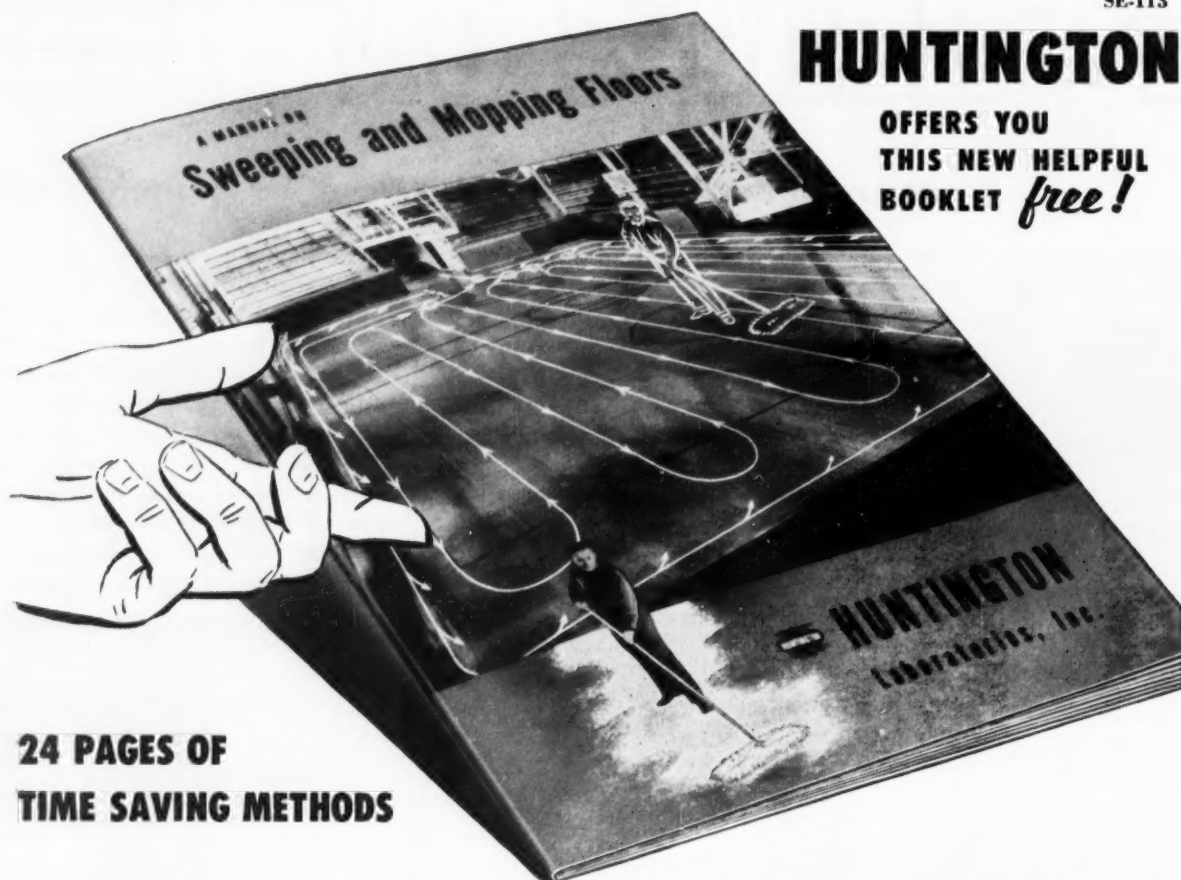
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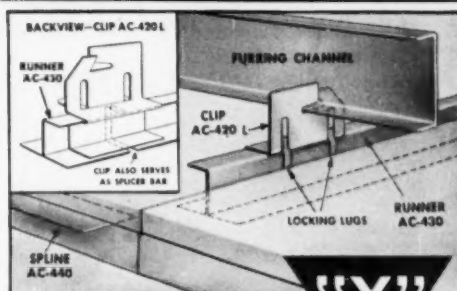
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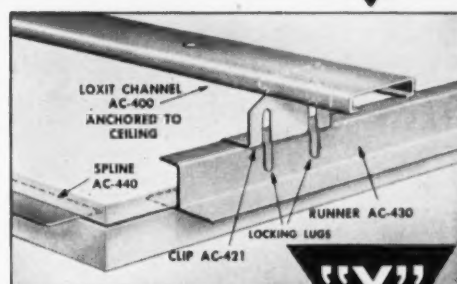


"X"
TYPE

LOXIT Victory Regular System

Type "Y" at the right illustrates how the Loxit Victory Surface Applied Acoustical Suspension System was designed to meet those conditions where no suspension is involved, with the tiles being applied directly to the ceiling, or to the bottom chord of bar joist or other structural sections.

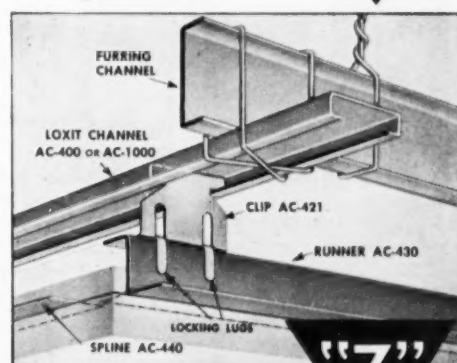
Using Loxit channels AC-400 or AC-1000 with Loxit clips AC-421, this type of installation becomes both simple and practical. Using $\frac{3}{4}$ " tiles, the overall dimension from ceiling to face of tile is only 2-3/16".



"Y"
TYPE

LOXIT Victory Surface Applied System

Type "Z" shown here is the Loxit Victory Combination Acoustical Suspension System which embraces both Type "X" and Type "Y" and provides facilities for leveling the suspension members of the system by shimming between the Loxit channels AC-400 or AC-1000 and the furring channels. The Loxit channels serve to tie together the furring channels to add greater stability to the suspension structure as a whole. Because of its flexibility, Type "Z" can often be used to great advantage.



"Z"
TYPE

LOXIT Victory Combination System

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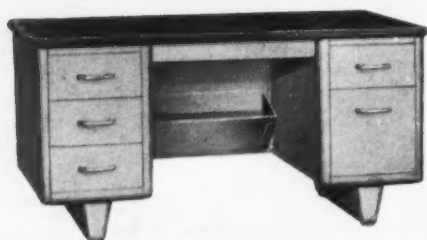
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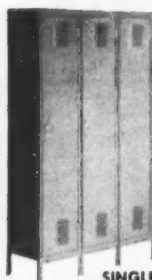


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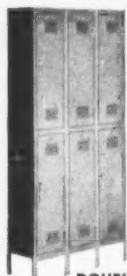
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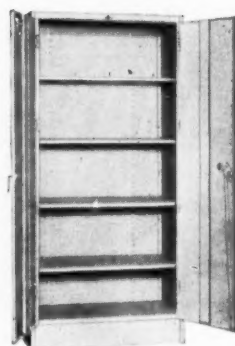
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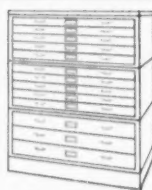
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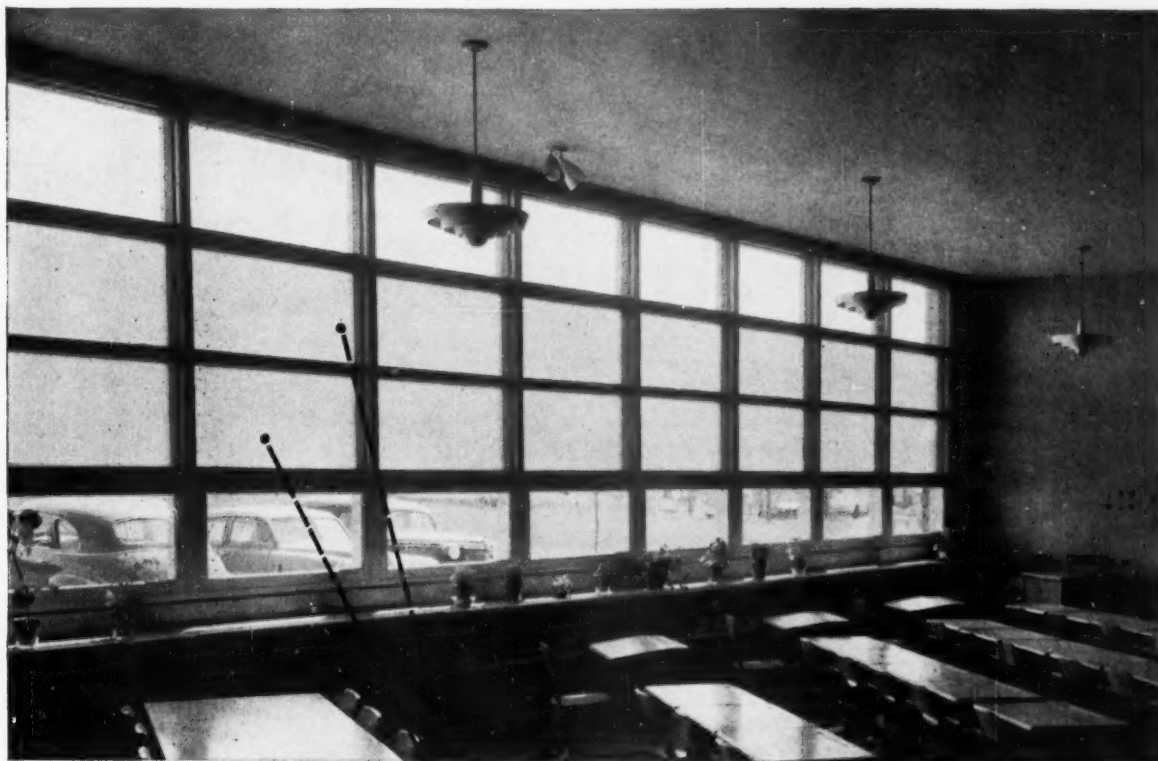


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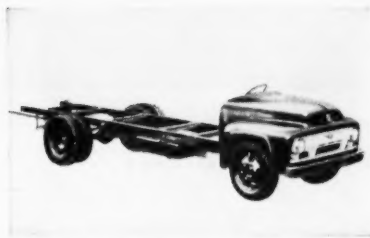


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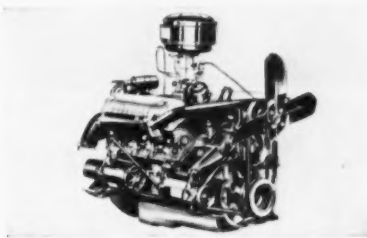
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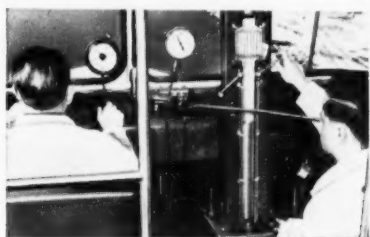
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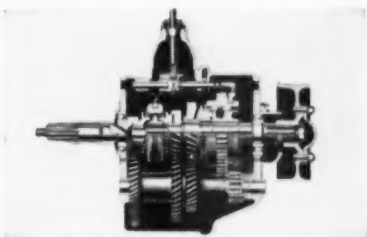
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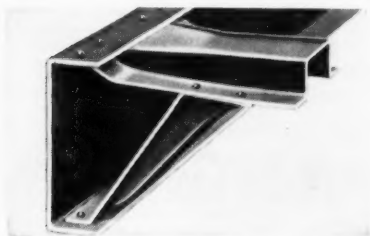
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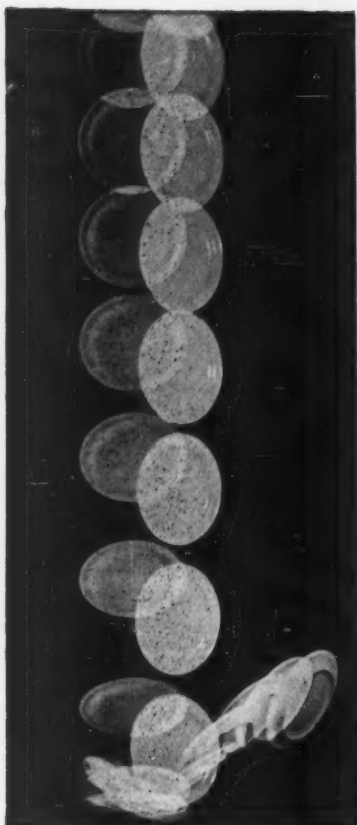
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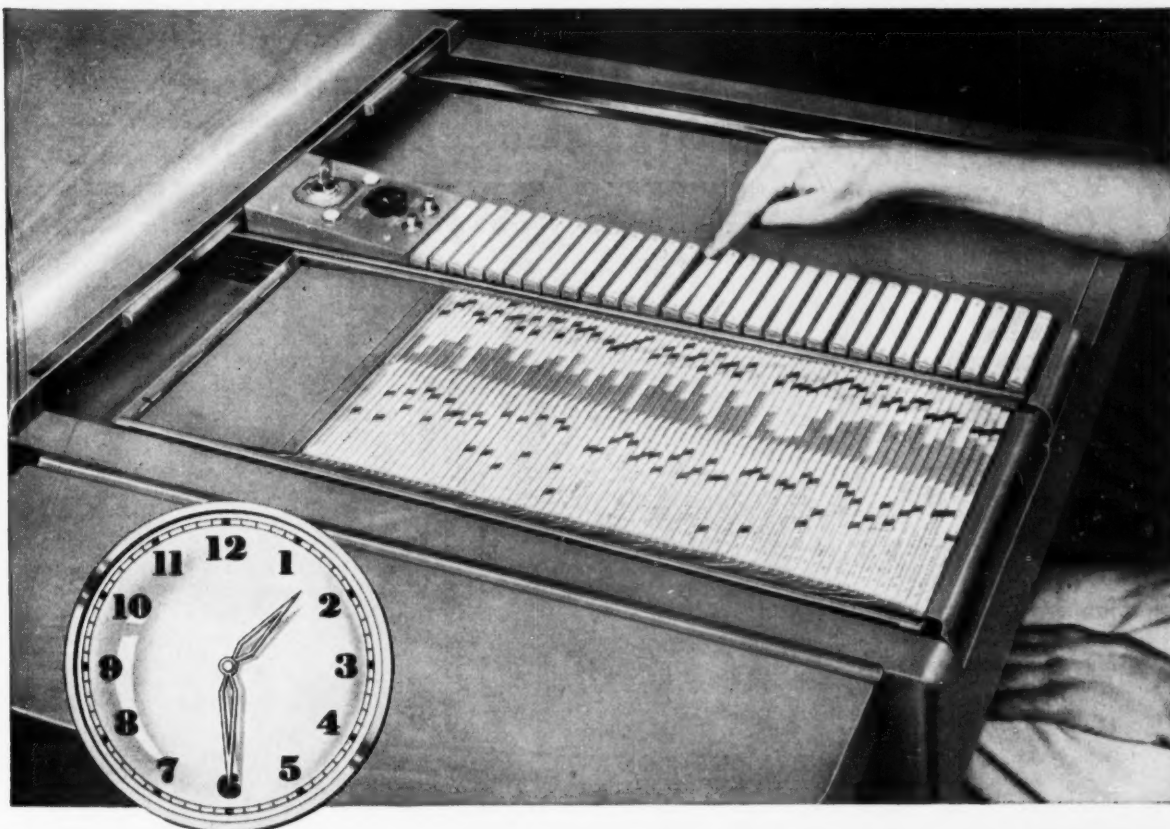
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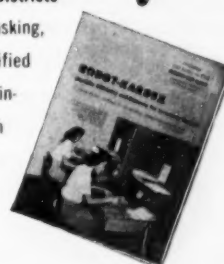
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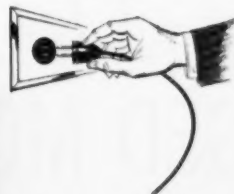
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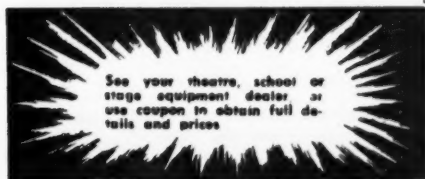
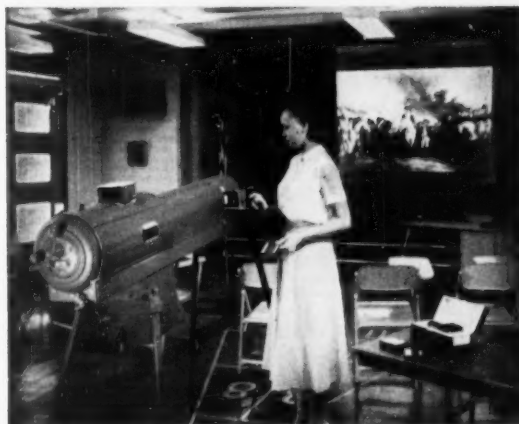
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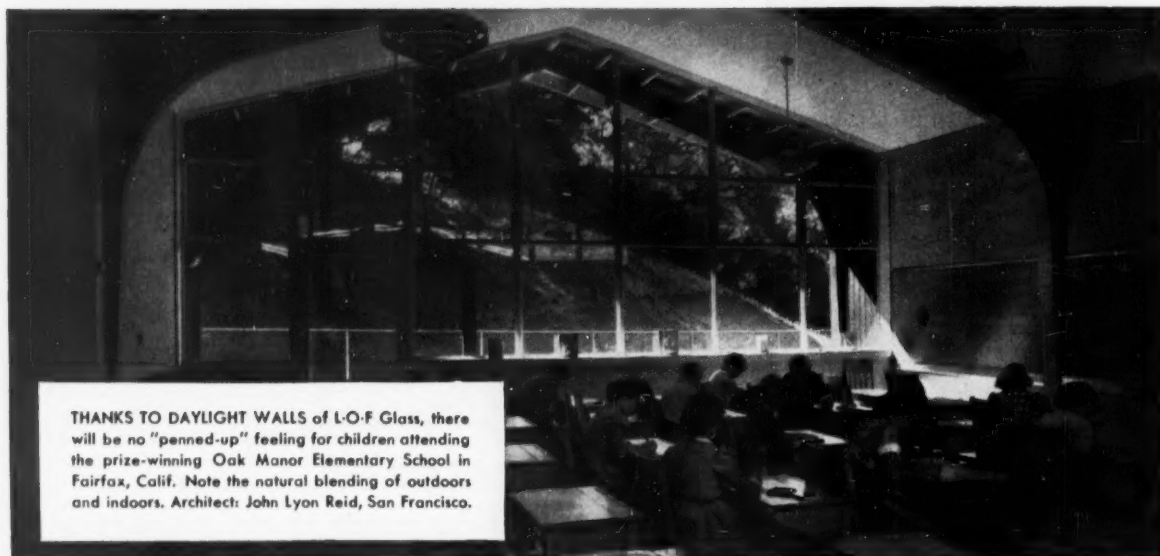
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That's quite a record—out of 139 schools entered, all 7 winning designs and all 10 honorable mentions have daylight walls, windows of clear glass extending from wall to wall and sill to ceiling. It's an indication of a sharp, decisive trend in school design.

In the words of the judges themselves: "Each (of the winners) showed a sensitive relationship between indoor and outdoor surroundings. Each of them used the outdoors to enhance the environment of people occupying rooms. In each of the winners there has been a conscious effort to combat the confining effects of people contained in limiting boxes."

These words reflect the growing enthusiasm of educators all over the country for the use of day-

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School District Reorganization

by HOWARD A. DAWSON and WILLIAM J. ELLENA

THE SCHOOL BUS stopped by the mail box as it did every morning. Jane and Johnnie boarded the bus and sped off to their big new school eight miles away. Just three years ago they walked a mile to a little one-teacher school. But that was before their school district was reorganized.

Is this typical in most rural communities today?

What has happened during the past twenty years in the reorganization of school districts? How many school districts are there now in the United States? How many one-teacher schools still exist? How many districts operate only an elementary school? Only a secondary school? Both? How many districts operate no schools? The answers to

these and many other questions can be found in a comprehensive study recently completed by the NEA's Division of Rural Service, on which this article is based.

As a result of reorganization, the number of school districts in the United States has been remarkably reduced: from 127,529 in 1932, to 98,312 in 1948, to 66,472 in 1953. This is a reduction of almost half since 1932. Seven states alone—Nebraska, Wisconsin, Minnesota, Michigan, Iowa, Kansas and South Dakota—account for half of the current total number of school districts. In contrast, seven states—Illinois, New York, Texas, Kansas, Missouri, Mississippi and Arkansas—account for 63 percent of the total reduction in the number of school districts since 1932.

The number of rural school districts is actually less than it seems. In 1952-53, only 55,335 actually operated schools. The remaining 11,137 either had no pupils or sent their pupils to school in another district, usually on some contractual or tuition basis.

These non-operating districts are vestigial remnants of an obsolete or-

Dr. Dawson is director of the Division of Rural Service, NEA; Mr. Ellena is assistant to the director. This article is a digest of their recently completed report, *The Status of Schools, School Districts, and School District Reorganization*, available from the Division of Rural Service, NEA, Washington, D.C., 50 cents.

ganization system. They are sometimes retained as tax islands to enable some persons and corporations to keep down or avoid payment of local school taxes. In other instances they represent a kind of last loyal attempt of people to hold on to their local schools. But such districts are on the way out; there were 2802 fewer in 1953 than six years previously. Some states, notably Wisconsin, Illinois and Kansas, have recently enacted statutes for abolishing non-operating school districts within a specified time limit.

Large school districts still the exception

Most school districts continue to be relatively small. Last year about 30 percent of all operating districts employed nine or fewer teachers. The trend to abolish small districts, however, is reflected in the fact that in 1947 almost twice as many operating districts employed nine or fewer teachers. In this six-year period over 37,000 small school districts were abolished.

Relatively large districts, however, are still the exception. In 1953 only 6.5 percent of all operating school districts employed 40 or more teachers.

The category of 40-or-more teachers has been chosen for statistical purposes because research studies on school district size concur that 40 teaching units is the minimum number that can offer an acceptable educational program.

The need for continued reorganization can be seen in the number of school districts which do not provide twelve years of schooling. Last year, 73 percent of all operating districts provided for elementary grades only—though this is one-third fewer than in 1947. Only 24 percent provided for *both* elementary and secondary schools in 1953.

Great progress has been made toward developing more efficient districts that can provide a comprehensive program for rural people. However, many small districts continue which cannot. In the 36 states organized on the basis of common school districts, community school

districts, or town or township districts, last year less than 5 percent of those operating districts employed 40 or more teachers; nearly 32 percent employed nine or fewer teachers. All of the school districts which do not operate any school are found in these 36 states. Incidentally, 64 percent of these non-operating districts are located in five states: Nebraska, Minnesota, Iowa, Wisconsin and Mississippi.

The number of one-teacher schools is also persistent. Throughout the United States the typical rural school is still small. In 1943 there were over 75,000 one-teacher schools in operation, though there were almost twice that many in 1930. By July, 1953, there were only 48,735 one-teacher schools. These had disappeared most rapidly in the least rural states and in the states with larger school districts. Within the next decade this number will probably be reduced to around 25,000 or 30,000.

Reorganization is now quickly taking place. A total of 1,088 reorganized districts were proposed and acted upon during the school year 1952-53; only 93 were defeated. The exact number of reorganized school districts is not known, but more than 6,200 have now been officially identified. Of these, 6,177 are located in 20 of the 36 states organized on the basis of common school districts, community school districts, or town or township districts. The most extensive reorganization during the past twenty years has taken place in Arkansas, Colorado, Idaho, Illinois, Kansas, Kentucky, Missouri, New York, Oregon, South Carolina, Washington and West Virginia. In a few other states, however, definite efforts at reorganization have been tried or are underway with varying degrees of success—California, Minnesota, North Dakota, Wyoming, Michigan, Pennsylvania, Oklahoma and Wisconsin.

Recent trends in reorganization clearly show that most states favor the community organization concept. Nevertheless twelve states are firmly committed to the county unit type of school district, and it is found in some degree in ten other states. In

all there are 974 county unit school districts—almost one-third of the total number of counties in the United States.

Sometimes it is assumed that the twelve county-unit states, all Southern or border states except New Mexico and Utah, are not essentially concerned with community schools. On the contrary, county units of necessity have to take community structure into consideration. Schools within the county are or should be organized according to communities and neighborhoods. Thus arises the problem of reorganizing the attendance units within the county units of administration. Since this problem has often been unsatisfactorily dealt with there is need in many county units for fundamental internal reorganization or school consolidation. Little has been written and no comprehensive data have been collected on this aspect of reorganization.

Intermediate unit can help small districts

Another important but neglected aspect of school district reorganization is the intermediate unit, so called because it is set up between the basic school districts and the state department of education. Essentially this unit provides services to two or more basic school districts that are too small or insufficient to provide a comprehensive educational program. In 27 states the county is the intermediate unit. In New York and the New England states the intermediate unit is organized without respect to counties. In 1953 there were 2009 county intermediate districts and 435 of the New York-New England type—2444 altogether.

The need for the intermediate unit arises from the fundamental fact that a great majority of school districts, especially of the community type, are not large enough to afford all the services needed: supervision of instruction, specialized guidance services, audio-visual and library facilities, health supervision and services, special vocational education facilities and instruction for exceptional children. Data already presented make quite clear the inadequacy of

Statistics of Districts and District Reorganization

	1947	1953
Number of school districts in the U.S.	104,074	66,472
Number of school districts not operating any schools	13,939	11,137
Number of school districts in the U.S. actually operating schools	90,135	55,335
Number of operating school districts that employed 9 or fewer teachers	54,266	17,028
Number of operating school districts that employed 10-39 teachers	33,568	34,660
Number of operating school districts that employed 40 or more teachers	4,301	3,647
Number of operating school districts that operated only an elementary school	62,619	40,800 ¹
Number of operating school districts that operated only a secondary school	1,394	1,291
Number of operating school districts that operated both elementary and secondary schools	12,713	13,244
Number of 1-teacher schools in U.S.	75,125 ²	48,735
Number of reorganized districts established during 1952-53		995
Number of proposals for reorganizations defeated in 1952-53		93

¹ This figure is partially estimated for a few states, the margin of error being approximately 328 more or less.

² Data is for 1948.

at least 95 percent of extant school districts. They are small and most of them will still be small even with the fullest predictable reorganization. Under these conditions it behooves the planners and proposers of school district reorganization to develop plans for strengthening and expanding intermediate units. In at least 27 states that unit will be the county, although in many instances there will have to be a combination of two or more counties in order to provide certain services economically.

A majority of the 974 county-unit school districts in the United States

are perhaps not large enough economically to afford all the necessary services required for a complete educational program. It is quite certain, for example, that districts having fewer than 3000 pupils will need to make cooperative arrangements with other districts for the performance of many needed services. While such arrangements may not be strictly of the intermediate unit type, they have many of the characteristics of the type of cooperative or shared services provided by intermediate units. Here is a fertile field for further research and planning.

(Many readers will no doubt be interested in the development of the intermediate unit concept presented in the 1954 Yearbook of the Department of Rural Education, NEA, entitled *The Community School and the Intermediate Unit*.)

Obsolete statutes hinder progress

Reorganization is not a cure to all ills. Many reorganizations merely result in the merging of two or more inefficient districts to form a new district better able to afford its inefficiency. The outstanding obstacles affecting reorganization today are: (1) lack of leadership with vision and courage; (2) obsolete and cumbersome statutes under which reorganization takes place; (3) lack of public ideals as to what constitutes a comprehensible educational program; and (4) inadequate state financial support and obsolete methods of apportioning state school funds.

Where progress has been the greatest is, for the most part, where the handicaps enumerated here have been removed and encouraging legislation enacted. Illinois, for example, has experienced remarkable success. Here the number of districts has been reduced from over 12,000 to 2,607 in about six years—and the process continues.

Perhaps a look ahead will be helpful and revealing. Conservative estimates of the eventual number of basic administrative units needed, if programs of reorganization in all states are completed within the next decade or so, are: approximately 10,200 basic administrative units, and approximately 2,500 intermediate units.

These estimates are based on the probable number of school administrative units that each of the states will have after reorganization. Such factors as the number of cities and counties and the density of the population in each state were considered. The number of intermediate units was estimated according to whether a state has or is likely to have that type of organization.

Each of the basic administrative units and the intermediate units will



Half of the total number of school districts in the United States are located in these seven midwestern states.

need a superintendent. When the programs of school district reorganization are completed in all states, approximately 10,200 superintendents of basic administrative units will be necessary. Of this estimated total, 950 will be superintendents of county units; the balance will superintend other basic school districts such as cities and communities. As service agencies to aid basic units in providing a comprehensive instructional program and necessary services there will probably be about 2500 intermediate units each with a superintendent. Of that number, about 2100 will be county intermediate units and about 400 intermediate units of the New York-New England type. These data have powerful implications for the future programs of graduate institutions engaged in educating school administrators.

Behind the question of how to provide the best educational program obtainable for rural people lie constitutional provisions, statutes, court decisions and state education policies. Reorganization has occurred through various processes. Reorganization is not only affected by laws specifically relating to it but also by legislation relating to other matters, such as finance, consolidation, transportation of pupils, development of highways and secondary schools. There is a definite need for specific legislative programs and the estab-

lishment of principles to guide administrative organization. Experience has demonstrated that perhaps the best thing most states could do would be to enact "A Model School District Reorganization Bill," prepared by the National Commission on School District Reorganization.¹

The Model Bill is based on certain criteria which should be used as guideposts in most states in developing school district reorganization, and to which it seems well to call attention here. Among these are:

¹Obtainable from the Division of Rural Service, National Education Association, Washington, D. C., or see Remmelin, Madeline K., *The Law of Public School Administration*, 1952, McGraw-Hill Book Co., pp. 69-109.

- (1) legislation providing for reorganization without ambiguities and conflicting statutes;
- (2) legislation discouraging the continued operation of inefficient districts;
- (3) legislation providing for the foundation and promulgation of minimum standards for the guidance of districts contemplating reorganization;
- (4) legislation requiring that all proposals for reorganization be reviewed carefully by competent and officially responsible persons;
- (5) legislation providing for the establishment of state commissions and local committees or boards on reorganization;
- (6) legislation providing incentives to encourage the organization of efficient administrative units; and
- (7) where reorganization is to be effected by popular referendum, the manner of election and the counting of ballots should be such as to give due weight to majority desires and avoid undue opportunity for minorities to veto well-developed legal plans.

In some instances, reorganization efforts are remindful of the Dutchman who cut off his dog's ears a little at a time because he believed it didn't hurt as much. Whether school district reorganization in each state is to be effective or piecemeal depends upon such things as basic reorganization procedure, the recognition and desire of people for better schools, and the kind of educational leadership provided—local, county, and state.



The most extensive district reorganization during the past twenty years has taken place in these twelve states.

The Administrator Gets Into the Act



... to ensure a school drama program that is educationally justifiable

by WILLIAM E. SCHLOSSER

THE MASKS of tragedy and comedy that symbolize drama have an extra meaning for the school administrator. He must handle the school dramatic program with wisdom, or run the risk of, himself, wearing the tragic mask.

The process of producing a play involves the school with the community in so many intimate ways that it is imperative the administrator have a dramatic program that is above reproach. The school play is a major opportunity for a community to see whether or not the administrator is practicing what he preaches. The conduct of the students can be examined in an applied situation; a situation which is still under school control.

The artistic quality of a school play will vary from production to production depending on the talents of the players. However, the process of producing every play must be educationally justifiable and it is the responsibility of the principal or superintendent to ensure that this is true. The administrator cannot dis-

claim the practices of his teachers ... not even the drama coach.

Even if the show itself is well done, will the costume crew forget to return the treasured family wedding dress borrowed from the banker's wife—will the cast celebrate success by racing hotrods up and down Main Street?

Purpose of play not mere money-making

One of the very first opportunities the public has to examine school policies is in the objectives for presenting the school play. How can an administrator talk to parents about meaningful school experiences for the child when the sole reason he allows the production of a play is to make money for a junior class party or to buy athletic equipment?

How can a principal discuss the evils of school carnivals and raffles and at the same time sell tickets to a show in which the individual has less chance of getting his money's worth?

An individual has a right to know

Mr. Schlosser, former instructor in speech at the University of Oregon, is teaching in the McMinnville (Ore.) High School as part of his work toward a doctor's degree in Speech Education from the University of Oregon.

whether or not the evening he spends in the uncomfortable seats in the school gym is part of a program to aid in the education of the boys and girls or just a so-called painless way to dip into his pocketbook.

Let public know aim of dramatic program

The public has the right to expect an evening's entertainment in keeping with what they would receive for a comparable price elsewhere. If this is not achievable they should be able to consider the cost of this ticket as an investment in the welfare of the adolescents in the community. Many people find shows produced for the benefit of students rather than the entertainment of dubious value because they can not see that anything has happened to the boy or girl during the rehearsal or performance. This type of educational theatre must be based on more than the precept that it is good for the child just to appear on the stage.

Too many administrators let the director play both ends against the middle. Some directors claim they can not do an artistic job because they have to use all students and not just the talented. In the next breath these directors claim they can not do anything for the personal welfare of the student because they have artistic standards to meet.

An educationally sound production can exhibit both artistic achievement and a positive change in the behavior of the boys and girls participating. You may feel it necessary to stress one objective over the other; if so, the audience must know your goals so that they can evaluate your accomplishments.

Local theater groups will help select play

Selection of the play is in itself an indication of the school's conception of the community. Is it necessary to assume that the cultural level of the area is so low that the broadest slapstick is the only thing that will draw a crowd? Going to the opposite extreme indicates just as great a disregard for the community.

Presenting complicated classics to a community in the process of cultural development displays an unpardonable disdain for their feelings.

Play selection is no simple matter. Your director needs assistance and should be encouraged to discuss the problem with drama faculties at nearby colleges and universities. The great majority of collegiate instructors have a sincere interest in high school theater; however, their knowledge has not been exploited by the high school director. Too frequently the request is for the title of a "popular" show rather than a good one.

Many communities have civic theaters or literary groups that can be of assistance. Individuals in such groups have the opportunity to do a great amount of play reading and can acquaint the director with many plays he will never have the time to read. In addition the *Educational Theatre Journal* published by the American Educational Theatre Association contains regular articles on elementary and secondary school play production.

Don't wait to censor until dress rehearsal

With play selection comes the problem of censorship. No one doubts the need of editing plays to fit the capabilities and understanding of the school player. This is a necessity; however, the approach must be realistic and consistent. Thumbing thru a script and eliminating every "Hell" or "damn" is not censorship. More attention must be paid to the ideas and themes profounded in the play. Behavior completely repugnant to the community will not become lily white by changing a "damn" to a "darn."

Too often the administrator is overly timid and sets a double standard of moral behavior—one for community living and another higher standard for stage presentation. If there is great doubt the administrator and director might discuss the problem with church men, civic leaders, and students long before the selection of a play.

The discussion should concern not merely the merits of one particu-

lar play, but what these individuals except a play to do for the education and moral training of the students. On the basis of such discussion, policies can be formulated and put into effect.

Should the principal feel that the director is not capable of following this policy, he should himself read the suggested plays and discuss them with the director and students, before selection. The practice of waiting until dress rehearsal to exercise censorship is inexcusable.

The evil has been done and rehearsed. This indicates disregard for what has happened to the individual student actor during practice and is in actuality an attempt to save the administrator's face.

The play rehearsal period is very informative as to what kind of student behavior is being fostered in the schools. This includes not only how the student behaves at the rehearsal, but what happens afterwards when he is supposed to be on his way home.

Night rehearsals are often justifiable and desirable. The major problem with having the students come out for practice after supper is in the organization of the program. The director can and must work out a complete rehearsal schedule indicating who is to appear, where, and at what time. This should be duplicated and copies distributed to the principal and advisers, to the actors and their parents.

Notify parents of rehearsal hours

The administrator should insist that before rehearsals start this notice be sent to the parent, including information as to how to contact the student in case of emergency and asking the parent to indicate approval of the child's participation. If possible the parents should be asked to assist in transporting the children to their homes after the rehearsal.

A wise director will dismiss his rehearsal early enough so that a stop at the local ice cream dispensary is possible. The parent and director should accompany the group. True, this will keep them out until nine-

thirty or ten, but they are kept as a group and the chance for side trips to undesirable places after rehearsals is diminished. The parents might occasionally supply light refreshments after rehearsal either at the school or in a home.

Allow time for a supervised snack

Establishment of such practices needs tact and patience. They must be so organized that the after-rehearsal snack is kept on a time schedule and aids in the child's de-

velopment of concepts of social responsibility.

materials that will dress this production more artistically than any other the school has presented in the past. The evil inherent in this is not in the practice, but in how it is executed. Can the administrator ask for better advertisement of the school program than a neat, well-mannered student asking politely for the use of a housewife's chair for the school play and then returning that chair promptly and in good condition.

The process of borrowing materials gives the public the opportunity to appraise the effectiveness of the

prevails on Saturday afternoons at the local motion picture house?

The last act curtain does not mark the finale for the administrator, for then begins the process of acknowledging all the help and assistance that was rendered from both within and without the school. The players must be congratulated for their accomplishments not only as actors, but in their growth as individuals. The paying of compliments need not be an elaborate and pretentious process. A speech to the group after the show, short notes of appreciation

DRAMATICS, Cincinnati, Ohio



A property crew that requests loans of material courteously and returns it

promptly impresses the public as favorably as can the cast of the play.

velopment of concepts of social responsibility.

Too many administrators and directors do not wish the parents around. This is tragic, for much good-will and actual assistance is lost and, most important, separation of the student and parent is encouraged.

A program of parent assistance, if handled adroitly, can give the father and mother the much-needed opportunity to learn about adolescent society and help minimize the antagonisms that develop between parent and adolescent child.

As the production date comes closer, the stage crew and costume crew start their campaigns of searching local homes and stores for the

school's program for the students' development of courtesy, responsibility and ability to meet people.

How successful is a school program that claims every student turns in his assignment on time and yet the pair of cowboy boots borrowed from the corner merchant for the senior play is still resting in a pile of sweat shirts in the locker room?

Congratulate players on personal growth

On the night of the performance does the audience feel welcome? Are there ticket takers and ushers to assist them? Does the show start on time? Is there an attempt to create a mood different from that which

or phone calls from the principal are most effective.

No mention of the artistic quality of the production has been made . . . not that it is unimportant, but because it is the one outcome of the production that can and will vary from show to show.

The administrator can exert only a limited influence on the artistic achievement of a play; however, he can insist that the production be run in a creditable manner; a manner that will enhance the standing of the school in the community, strengthen the relationships that exist between school and its patrons, and most important, better serve in the education of the boys and girls.

How to Define a Good Teacher

this study of personal traits, teaching techniques and subject preparation of a selected group of student teachers may help you find the answers

by **RAYMOND E. SCHULTZ**
and **MERLE M. OHLSEN**

IF YOU HAD to select between two teacher candidates who appeared about equally qualified, but whose personal traits differed substantially—for example, one was enthusiastic, the other magnetic—chances are you'd be getting the better teacher if you hired Miss Enthusiasm.

Enthusiasm, according to a recent study of traits distinguishing between best and poorest student teachers, is a significant trait found among the best teachers. Personal magnetism, on the other hand and perhaps surprisingly, cropped up more frequently on the *poor* teachers' trait list than on that of the best teachers.

This choice of the best (top 15 percent) and poorest (bottom 15 percent) student teachers was made

This report is part of a series of studies which Dr. Schultz and Dr. Ohlsen have made in attempting to find devices which can be used to select better teacher education candidates. Dr. Ohlsen is head of student teaching at University of Illinois' College of Education. Dr. Schultz, formerly consultant in the University's Office of Teacher Placement, is now with the School of Education at Florida State University.

at a conference of a group of student teaching supervisors at the University of Illinois¹ in which each student's teaching situation, his strengths and his weaknesses were discussed. Each group selected what it considered the best student teacher in its field, then selected the poorest. Next, they selected the best student teacher of the remaining number, then the poorest—in each case describing the strongest and weakest trait of each student. This process continued until the best and poorest 15 percent of the students enrolled had been selected.

This was repeated over a period of two academic years and ultimately provided us with 326 students which included all the teacher education candidates for those four semesters except those who were preparing to teach exceptional children.

While we realized that certain words may be defined differently by different supervisors, we decided that it would be better to allow free choice in describing behavior than to force choice of standardized responses on a rating sheet. The information obtained through this approach was classified into three categories: personal traits, teaching techniques, and subject matter preparation. (Since knowledge of subject matter was so rarely mentioned, this

category was combined with teaching techniques in building our tables.)

The chi-square technique was employed to identify those traits for which the responses of best and poorest student teachers were significantly different.²

Poorest student teachers found to lack initiative

Table I shows that the supervisors considered these strongest personal traits to be more descriptive of best student teachers than poorest: *imagination* (creativity), highest in rank order, identified 17 times as a strongest trait for best student teachers, and not once as a strongest trait for poorest student teachers; *interest in pupils*, next in rank order, selected 17 times for the best and 3 times for the poorest student teachers; *enthusiasm*, selected as the strongest personal trait 15 and 2 times respectively; *adaptability*, 14 and 0; *good attitude toward teaching*, 14 and 2; and *initiative*, 11 and 1.

Table II shows what was found to be the weakest personal traits for best and poorest student teachers. Highest in rank were *inability to work with people* and *lack of initiative*, each selected 19 times as the weakest personal trait of poorest student teachers and twice as the weakest personal trait of best student teachers. Next in rank order

¹This research was financed by a grant from the Bureau of Research and Service, College of Education, University of Illinois, and was conducted through the cooperation of the University's student teaching supervisors.

²*Fundamental Statistics in Psychology and Education*, by J. P. Guilford, McGraw Hill Book Co., Inc., New York, 1950, pp. 169-170.

was *lack of imagination*, identified 17 times for the poorest and twice for the best student teachers. This was followed by *emotional instability*, selected 17 and 3 times respectively; and *lack of sense of responsibility*, 13 and 2 times.









Not included in the tables because the differences were not significant enough to score, was the trait called *personal magnetism* (including such qualities as kindness, friendliness, cheerfulness and sense of humor) which showed the opposite trend results of most traits. This was given as the strongest personal trait of poorest student teachers 18 times compared with 10 times for best student teachers.

Best teachers can hold pupil interest

Table III presents the strongest teaching techniques and subject matter preparation of best and poorest student teachers. Supervisors listed *ability to promote and hold pupil interest* as a strongest teaching technique 23 times for the best group and not once for the poorest group. Likewise, *ability to organize and plan work* was given 19 times for the best and only once for the poorest. *Understanding of the teaching-learning process* was identified 18 times and 0 respectively. Another teaching technique, *involvement of pupils in classroom activities*, was listed 10 times for the best student teachers and only once for the poorest.

These two student-teacher groups are more sharply differentiated by the material presented in Table III than by any of the other comparisons. Teaching techniques were given as a strongest point of best student teachers 72 times compared with only 3 times for the poorest student teachers. It may be that the individuals who possess the personal traits which ranked high in Table I enjoyed a satisfactory degree of self-confidence and emotional security. Consequently, they were able to approach their tasks so as to gain insight into the teaching-learning process.

Conversely, the poorest student teachers were weak in these same

<p>I Strongest Personal Traits</p> <div>   </div> <p>Imagination (creativity) Interest in pupils Enthusiasm Adaptability Good attitude toward teaching Initiative</p>	<p>II Weakest Personal Traits</p> <div>   </div> <p>Inability to work with people Lack of initiative Lack of imagination Emotional instability Lack of sense of responsibility Lack of capacity for growth</p>
<p>III Strongest teaching techniques and subject preparation</p> <div>   </div> <p>Ability to promote and hold pupil interest Ability to organize and plan work Understanding of the teaching-learning process Involvement of pupils in classroom activities</p>	<p>IV Weakest teaching techniques and subject preparation</p> <div>   </div> <p>Lack of understanding of the teaching-learning process</p>

The items listed in each table were found to a significant degree higher in the student-teacher group pictured to the left. For example, the best students scored high in that order in the traits listed in Table I, the poorest students scored high in the traits listed in Table II, etc.

personal traits. As a result they may have been too much involved in their own personal problems to perceive the teaching-learning process.

Table IV presents the weakest teaching techniques and subject matter preparation of best and poorest student teachers. For only one item, *lack of understanding of the teaching-learning process*, were the two groups rated significantly differently. This item was given 9 times as a weakest trait of poorest student-teachers and only once for best.

To translate these statistics into a personality description, it can be said that the poorest student teacher lacked imagination, showed little initiative and lacked a sense of responsibility. He exhibited emotional instability and had difficulty working

with people. In the classroom he exhibited a general lack of understanding of the teaching-learning process.

The outstanding student teacher, on the other hand, was a creative person who had an abundance of initiative and enthusiasm. He had a genuine interest in his pupils and a positive attitude toward teaching. He was able to adapt to new or unforeseen situations. In his classroom, his work was well organized. This ability to organize and plan was combined with a good understanding of the teaching-learning process, a knowledge of his subject matter, and a knowledge of teaching methods. He understood his students and was able to involve them in classroom activities in such a way as to promote and hold their interest.

eleven
Southern educators
comment on . . .

The Supreme Court Decision

BY RENDERING its decision that legally separated schools for Negro and white children are unconstitutional, the Supreme Court has presented school people with a re-organizational problem that will take them many years to resolve.

Indirectly, the Court's ruling will affect every citizen and child in the United States. It has direct bearing on 40 percent of the nation's public school population—on the date of the announcement, 8,102,096 white children and 2,532,605 Negro children were attending legally segregated schools. This means that the state segregation laws in seventeen states and the District of Columbia, local legislation within four other states, and traditional but unlegislated segregation in many other areas are all due for a gradual about-face.

How should the Court ruling be implemented? What groundwork has been laid in the areas affected for formulating a program of desegregating the public schools? These are the two key questions. THE SCHOOL EXECUTIVE put the first one to three college of education officials, and the second one to eight Southern educational leaders. Here is what they had to say:

How to implement

Henry H. Hill, President, George Peabody College for Teachers, Nashville, Tennessee: Over a generation we may expect the substitution of natural or normal segregation, as it occurs in much of the United States, for the present compulsory and legal segregation of seventeen southern and border states. Because of residential segregation, whether voluntary or involuntary, there has oc-

curred in the North, and will eventually occur in the South in a desegregated public school system, schools which are all Negro or predominantly Negro, and schools which are all white or predominantly white. Similarly in earlier years there were city public schools predominantly Italian or Polish.

The matter of extending equal rights to all without unnecessarily violating the natural personal preferences of the many is a bit involved in practice, unless indeed we expect to force all to be democratic. Even then we must stop short of totalitarianism which enforces by police methods any practice deemed wise by the ruling party.

I believe we should extend civic and personal preferences, which are usually voluntary choices, for prejudices which usually represent involuntary choices, at least to the disadvantaged groups. When is a preference a prejudice? A Peabody student replied to this query that a preference is what I have, a prejudice is what you have.

The Supreme Court decision may extend the area in which preferences operate, and somewhat reduce the area where prejudices are legal.

There will be an extension and probably an acceleration of present practices towards a fairer treatment of all racial and religious minorities. Tens of millions of dollars are now being spent in the South to develop better public schools and colleges for Negroes. At the same time some 50 white colleges and universities have already opened their doors to enable selected Negro students to get the benefit of outstanding professors and special facilities.

In the South we shall probably extend further opportunities to the best Negro graduate students to study in the South where they will ultimately teach and exert influence. As of the present the northern universities educate them but the South gives them positions. In any one of several Negro colleges or universities in the South may be found more Negro professors than in all the northern, eastern, and western unsegregated universities combined.

The Supreme Court has determined the school goal towards which the seventeen states must perforce work. Progress will vary according to the conditions in the different states and local school systems. The Golden Rule as applied towards Negro citizens will not work as readily in Mississippi where 90 of 200 are Negroes, as in Minnesota where one of 200 is a Negro.

The growing number of American citizens everywhere who sense the world wide importance of the United States in the world today makes easier the transition which the Supreme Court has made obligatory. There is an increasing number of white citizens who want Negroes to have a better break as citizens. Perhaps this change in attitude since 1896 has made possible the reversal of the court decision of 58 years ago.

Charles S. Johnson, President, Fisk University, Nashville, Tennessee: This is the most important national mandate in civil rights since the Emancipation Proclamation, reached slowly by a mounting succession of affirmative segmental decisions. The Negro minority will benefit by this further release from

the restrictions of segregation, but the nation will benefit vastly more by its release, long overdue, from a position of acute moral and political untenability.

More formidable than any other human force compelling the logic of this decision is the irrepressible current of present-day history, with its increasing accent upon human rights. Anything less than this, in the present state of the nation and the world, would have been a tragic repudiation of the one distinctive moral principle that gives meaning to our constitution, our frame of government, and the guiding star of our way of life. We need this now even more than armies and our wealth.

It is my conviction that this decision, deep and significant as it is, will not, except in a few culturally isolated areas, occasion disturbing tensions. Adjustments will follow as they always have, once the guiding principles are set. There can be no backward people, or second or third class citizens, in a democracy if it is to exist as a democracy.

Social morality, freedom and equality do not grow by any law of economics or politics, but only by the most careful cultivation. Freedom is always in danger, and mass numbers will acquiesce in its loss through inertia unless the guardians of our freedom are willing to challenge the privileges of the few and the inertia of the many. The test of democracy is the measure to which it can shape its institutions to the moral standards of freedom.

William O. Penrose, *Dean, School of Education, University of Delaware, Newark*: Experience indicates that major educational changes have always been affairs of the community, not merely of the school. In all such changes the administrator has been the focus—no more and no less—of community readjustment. And the crucial problem has been that of maintaining adequate communication among the residents of the community, and between the community and the school.

Therefore, the initial step toward implementing the Supreme Court's

decision in any local administrative unit would be the issuance of a public statement regarding national and state rulings and their effect on the legal status of desegregation locally.

The next step, of course, is the announcement of the beginning of plans to adapt general decisions to local conditions. Planning may be effective only to the extent that it involves representatives of all—administrators, supervisors, teachers, pupils and community members—

who are to be affected by the plans. If plans are made cooperatively they will tend to be specific, flexible and in harmony with local mores.

But although the administrator is important as the focus of community adjustment, it is the teacher who will actually effect the desegregated instructional program. How to handle individual differences is a worthy but not new challenge to teachers. It is worth emphasizing that educationally speaking, so-called differences

The Negro and the Schools

By Harry S. Ashmore, *University of North Carolina Press, 1954, 228 pp., cloth-bound, \$2.75; paper-bound \$1.50. Revised edition contains the Supreme Court decision.*

Almost simultaneously with the Supreme Court decision putting a legal "coup de grace" to racial segregation in American public schools, *The Negro and the Schools* was released by the University of North Carolina Press. This coincidence of timing makes the book important. However, and by no coincidence, the drama, the keen sense of human values and emotions involved in bi-racial relations, and the sanity of the book make it extremely valuable. And it gains added significance in light of the fact that it was written by a life-long resident of the South, Harry S. Ashmore, executive editor of *The Arkansas Gazette*.

Better than any other source we have seen, *The Negro and the Schools* describes the evolution of the Negro in America from slavery to political equality. Briefly yet clearly the author retraces some hundred years of history to illustrate the march of progress—assuredly a road of many turnings—of the Negro to realize the rights guaranteed to him, as to all citizens, in the Constitution of the United States.

The Supreme Court had not yet spoken when Mr. Ashmore completed his task of editing the research of 45 scholars working on this problem under a grant from the Fund for the Advancement of Education. But Ashmore, from the mountains of material compiled by the scholars, concluded that integration was imminent, "not necessarily as a direct result of the present school litigation, but as a result of the larger trends of which it is a symptom." Deftly he outlines these trends.

The history of bi-racial relations is full of paradox and irony, not necessarily limited to the South as the Negro population spreads over the country. Ashmore's views are, of course, liberal for those of a Southern white, but the overall tone of his book is one of optimism. A change is coming. Indeed, changes have been in process for over a hundred years, always *without* the rioting and bloodshed direly predicted by many. "The problem of the future," he says, "is how to live with the change."

Ashmore describes the role of America's educators as an extremely important one in this evolution. "... in the end the new patterns will have to be hammered out across the table in thousands of scattered school districts, and they will have to be shaped to accommodate not only the needs but the prejudices of whites and Negroes to whom these problems are not abstractions but the essence of their daily lives.

"This process will place a special burden upon professional educators in the years ahead. In many cases they will find themselves cast in the role of 'social engineers'—for the success or failure of their schools may come to depend not so much upon appropriations and physical facilities and curricula as upon the complex human relationships that divide or unite their communities."

between Negroes and whites are merely statistical "myths." Results of standardized tests, for example, do not reflect inherited characteristics, but merely inequality of social opportunity.

The qualified teacher need not expect "mixed" classes to bring about a significant increase in her teaching burdens. On the contrary, mixed classes will provide increased educational opportunities by, among other things, increasing the richness of experience available to be drawn on in the classroom.

It is quite possible that in some districts it may be advisable to set up special pupil groupings or classifications during the transition period. But in such arrangements, racial identity is not a valid consideration. Race per se has never been scientifically identified as a casual factor in connection with achievement levels.

In the period of transition, supervisors may find it advisable to provide teachers with the opportunity to attend workshops on techniques of helping children grow out of their prejudices. But even in the case of such special procedures, it is well to remember that the term "prejudice" includes *all* pre-judgments which hinder the social-emotional development of children. Thus the focus of such workshops may be on helping children develop those qualities which predispose them to becoming effective members of democratic groups.

In the final analysis, it is important to relate any discussion of supervisory principles to the basic need of teachers as professional persons. That need is to take part in a vivid, continuous and cooperatively-determined attack on concrete problems which are of immediate concern to them and which affect the total teaching-learning situation. That need will be met if teachers are full partners and co-workers in effecting desegregation in their own schools.

Groundwork for desegregation

J. Chester Swanson, *Superintendent of Schools, Oklahoma City, Oklahoma*: The Oklahoma City school administration is now study-

ing problems resulting from abandoning segregation. We are planning boundaries between Negro and white schools as now exist between various white schools; the boundaries will be placed as reasonably as possible. We plan to allow transfers of Negro children in predominantly white areas to Negro schools if desired. We plan to do likewise for white children to the extent that existing school facilities will permit.

Oklahoma City's Negro population is fairly well concentrated. We believe there will be no great movement as a result of the change. I think the Negro and white leaders in the community will handle the problem with little difficulty.

We are placed between the state constitution and state laws stating there shall be separate schools and the Supreme Court policy stating there shall not be separate schools. The Oklahoma City school board has requested clarification on Negro school financing from the Attorney General. There will be no changes in existing practices until we have the Attorney General's interpretation or more details from the Supreme Court.

State educational leaders are working with legislative leaders to develop legislation to alleviate conflict between laws and practices. The governor has refused a request to call a special session of legislature. The legislature convenes January, 1955, which will be sufficient time to solve legal difficulties before the end of another school year.

G. A. Stubblefield, *Superintendent of Schools, El Dorado, Arkansas*: Ten years ago the El Dorado school board, with the cooperation of city and county officials, citizens committees representing Negroes and whites, and the Negro Civic League, began a program to improve all schools, Negro and white, in El Dorado.

At that time all school buildings were crowded, Negro buildings were a disgrace, teachers were overloaded—some with as many as 60 pupils to the classroom. White teachers' average annual salary was \$1100. Negro teachers' annual salary was \$662.

The school district had an assessed valuation of \$7,372,293, an 18 mill school tax and a total annual income for school purposes from all sources, state, county and local, of \$184,314.

After ten years of cooperatively working together through special citizens committees and the other groups mentioned above, El Dorado has the following situation in its schools:

All old school buildings have been rehabilitated or abandoned. New buildings have been constructed for both Negroes and whites at a cost of more than \$2 million. (One quarter of a million dollars has gone directly toward replacing antiquated Negro school buildings and equipment.) The teacher load has been reduced to 25-35 pupils per classroom. White and Negro teachers are on the same salary schedule which averages \$3071 annually. The assessed value of the school district is now \$22 million. The tax rate is 33 mills and the total annual income is now \$1,300,000 from all sources.

In addition to this, citizens committees have contributed more than \$200,000 for the construction of a school stadium, approximately \$300,000 to construct a community center for Negroes, a swimming pool, parks and playgrounds for Negro youth; and a youth center, boys' club and swimming pool for white teen-age youth.

At this time there is a splendid relationship between the races and there is considerable evidence that the people in El Dorado will continue to work together in planning and carrying out a program of improvement for all.

E. D. Dennard, *Superintendent of Schools, Waco, Texas*: Better racial relationships in Texas have resulted from (1) an honest and conscientious effort to equalize educational facilities, (2) equalized salary schedules and working conditions for school personnel, (3) joint participation of all races in planning school program and school-community activities, and (4) the teaching, by schools and churches, of fundamentals of human relationships, respect

for and understanding of racial and religious differences and the brotherhood of man.

School personnel and board members have been conditioned for the Supreme Court's decision. Texans generally are reacting calmly, sanely and cautiously with no evident disposition to defy the Court's decision.

An amendment to the state constitution requiring separate schools for white and Negro must be abrogated by vote of the people or declaration of its unconstitutionality by the state's court. School administrators and board members are appealing to leaders of all races to work together in making the transition. Pupil population, teaching personnel and school facilities are being studied in preparation for necessary changes.

The general feeling is that the transition must be gradual and that eager beavers or crusaders could make the job difficult and unpleasant. I doubt if the people of any other state have greater faith in public education than Texans, and they will find the solution to this problem.

Guy B. Varn, Superintendent of Schools, Columbia, South Carolina: Our school board has over a period of years recognized the importance of Negro education in Columbia. Members of both races take considerable pride in our school system as a whole, and relationships between both white and Negro members of our staff have been excellent.

School officials here are working for the best possible education program for all of our pupils. We are making no comment at this time concerning the Supreme Court decision.

Forbes H. Norris, Superintendent, Board of Education, Rockville, Maryland: We have worked for some time on providing Negro pupils with adequate building facilities. The present capital budget plans would have them better housed than our white pupil population.

Joint conferences of supervisors and principals have been an accepted thing. Courses of study, books and supplies have been set up and supplied regardless of race for years.

With the Supreme Court decision, there has been started a re-study of capital budget needs. A joint advisory committee made up of members of both races to advise the school board and school administration on questions of policy and implementation has been recommended.

Due to the laws of Maryland our school board attorney has advised that nothing can or should be done this next year. Our biggest problems will be in the adjustment of teacher and classroom situations. But these can be worked out in time if the extremists keep their heads.

C. N. Brandon, Superintendent of Public Schools, Columbus, Mississippi: We have recently constructed both elementary and high school buildings for Negroes. In addition to the regular academic subjects, instruction has for many years been provided in building trades, automobile mechanics, diversified occupations, home economics and music. Recently business education and laboratory natural science courses have been added.

We plan to continue to improve facilities as finances will permit.

Ralph Cherry, Superintendent of Schools, Owensboro, Kentucky: For a number of years we have tried to make the doctrine of separate but equal schools a reality and to promote better understanding between the races.

Negro educators and laymen have served on planning committees; several combined staff meetings and workshops have been held. Negro pupils have participated in school events and contests on an equal basis, and Negro and white schools have exchanged assembly programs.

Equality in salaries and facilities has been established. Negroes have

participated well in many civic enterprises. The friendly relationship already established should make the problems now faced relatively easy.

We plan a series of meetings of the local council for education to discuss procedures and problems in complying with the decision of the Supreme Court. A special effort will be made to gain public support of changes before the action is taken by the board of education.

The series of meetings will be widely publicized. No serious problems are anticipated if the transition is gradual.

D. E. Ray, Superintendent, Jackson City Schools, Jackson, Tennessee: The Jackson, Tennessee, school system consists of ten schools, six white and four Negro. For several years I have had the principals of all ten schools meeting together to solve some common problems. For the past two years we have been doing intensive work on the curriculum. I appointed a planning committee, one teacher from each school, which meets each month with me and the supervisors, both white and Negro. We have done a fine job in coordinating the curriculum work of the whole system.

Committees composed of white and Negro teachers have worked together in small committees and everyone is pleased with the work accomplished. Last fall a citizens council for the public schools was organized which includes Negro members; and during a recent school visitation day Negroes were among other citizens who visited both white and Negro schools.

Further plans by our governing body will be subject to directives from the state department of education, the state legislature and the United States Supreme Court.

For more on the Supreme Court decision in this issue see As I See It, page 7, Spotlight, page 73, and Washington Scene, page 90. Subsequent issues of this magazine will describe further developments on desegregation in the public schools.

A Community School Ends

Integration has been in effect for three years in this New York school district



by SAMUEL EVERETT

THIS IS A STORY about a school district in New York State that for several years had what were, in effect, segregated elementary schools. For three years now the Negro and white pupils have attended the same schools, shared the same classrooms. This is how it happened.

Greenburgh School District No. 8 is a sprawling district 25 miles north of New York City. It is not a city, nor even a village, but just an area six miles square where people live.

The district has a population of 5,000 with 1,200 children of school age. Commuting to New York is easy, and in recent years new housing for middle and upper class whites has gone up rapidly on the periphery of the area. Negro families in one section are among the oldest group of residents. Many of them came here as construction workers some 30 years ago when a large dam was being built.

Here in one district, then, live high salaried business and professional people, skilled and semi-skilled

workers, along with needy families. The school population is about evenly divided between Negroes and whites.

In this area which cannot, as yet, be described as a community, the school is the only social agency which maintains face to face, sustained contact with the great majority of citizens. An over-all representative civic group, the Coordinating Council on Education, meets regularly to consider school district problems and to assist the Board of Education with them.

In 1946 a number of major decisions relating to the schools had to be made. The high school was discontinued due to the drop in enrollment, and students in grades 10-12 sent to the high school in neighboring White Plains.

Decision had soon to be made on another and much more difficult problem. The system was composed of two elementary schools and one junior high school. One large new elementary school had almost all Negro pupils and the smaller elementary building, practically all

white children. Because of the increase in the number of white families, the elementary school attended by white children was considerably overcrowded.

Supervising Principal Richard J. Bailey presented to the Board of Education three alternative proposals for meeting the situation:

—Transfer the fifth and sixth grades from the over-crowded 'white' school to the junior high school.

—Change the boundary line governing the assignment of pupils to the two elementary schools.

—Change the organization of the elementary schools so that both serve Negro and white pupils from the entire district by naming one a primary school and the other an intermediate school.

The School Board early voted against the integration of white and Negro pupils in Primary and Intermediate units. They felt that the people were not yet ready for such a change.

But the proposition was not dead. Supervising Principal Bailey, with the approval of the Board of Education, objectively presented the alternatives to every civic association in the district.

Almost without exception they voted for the alternative which would result in integration. The School Board then acted favorably and the change went into effect in the Fall of 1951.

The current proportion of white and Negro pupils is about 55-45 on the primary level, 48-52 on the intermediate level, and 40-60 on the junior high level.

Some typical classroom figures are: 14 white and 11 colored children in a first grade classroom, 14 white and 16 colored children in a fifth grade classroom, and 9 white and 13 colored children in a seventh grade classroom.

Making a non-segregated school program work in District No. 8 has

Dr. Everett, now at The City College, New York, did the field work, research and writing which provided the foundation for the recent Education Policies Commission statement, *Strengthening Community Life: Schools Can Help*.

Segregation

led administrators, teachers and lay citizens to a reconsideration of many educational and social questions.

Some white families were disturbed to find their children in classes with Negro boys and girls, the more well-to-do group being particularly vehement. Since the change was effected, there seems to have been a slight increase in the number of children transferred to private schools or moved from the district.

Some teachers, who had formerly resisted any suggestion that they teach Negro children, were deeply troubled. However, no teacher resigned rather than teach mixed classes.

At the present time two Negro teachers are employed. Both teach mixed junior high classes—one, Homemaking, the other a special class for retarded children.

Five new white teachers have been hired since the change. No additional Negro teachers have been employed since that time, but one is being employed for the third grade for 1954-55.

In-service program helped teachers

To help meet the new situation, as well as to improve the quality of all teaching, the school administration initiated an in-service teacher education program. Teachers met regularly in workshops to study the emotional needs of all of their children.

A part-time school psychologist was employed who had broad experience in working with emotionally disturbed children from all socioeconomic groups. Teachers from all grade levels met regularly with the psychologist, school nurse and other professional personnel to consider how to deal with individual children.

A home and school counselor with psychiatric and social work training has replaced the truant officer. This part-time counselor, who is, incidentally, a Negro, visits the homes of

both white and Negro pupils in the evening when parents are available. She cooperates with social agencies in obtaining help for families in need, and in making homes a better place for children.

It has become increasingly noticeable that the parent-teacher organization in District No. 8 is now considering the school and community problems of the whole district, where before concentration was on a single school.

After one year of the reorganization, a public meeting was called to consider how the non-segregated program was working. At this meeting, it was the parents who answered criticisms of a distinct minority. The parents, as a group, wanted to see the experiment continue.

Other evidence of school leadership

That the schools in this area are giving effective leadership consciously aimed at improving the community and unifying all groups within it

raised to carry on a summer recreation program on an experimental basis. The School Board subsequently put in the budget an item for a year-round recreation program which was matched by state funds. The schools were made available for basketball leagues and teenage groups.

At present there is not a week-day evening when the junior high school is not in use as a recreation center.

For years administrators and teachers in District No. 8 had been aware of the unbelievably congested living conditions in some sections.

The Coordinating Council on Education and the Board of Education jointly approved the making of a fact-finding survey by the New York School for Social Work. A report on the survey substantiated the bad conditions and made recommendations.

Backed by school administrators, the School Board and local civic associations, a local housing authority has recently been appointed by the



is shown by results other than those connected with the integration of Negro and white pupils.

Several years ago there were practically no public recreation facilities in neighborhoods which could ill afford to pay for recreation. In response to a request from a group of parents, the administrator of one of the elementary schools called together representatives from all the civic associations of the district to consider this problem.

A committee was formed and funds

legislature. It has re-surveyed needs and filed a report with the Town Council strongly recommending a 110-apartment low-cost housing project in the district. Action by the Town Council is now being awaited.

The schools have sometimes led, and sometimes followed, lay citizens in efforts such as this. A community, according to conventional definition, has not yet been established. However, a courageous and united attack is being made on problems in Greenburgh School District No. 8.



Teachers

A Briton shows an American teacher around the ancient town of Chiswick where she is spending the year under Anglo-American teacher exchange.

Anglo-American Educational Exchange

by MARJORIE FOULKROD RILEY

Mrs. Riley is an American writer now living and working in London.

IN THE United Kingdom today funds from the United States' sale of surplus war property provide for a large-scale program (called the Fulbright Program after the senator who initiated it) which this fall looks to its sixth exchange of graduate students, research scholars, visiting lecturers, specialists and school teachers.

In the past six years it has boasted an exchange of 2200 Britons and 1870 Americans. Each year over 7,000 applicants must be narrowed to the limits of the 700-odd grants, but the diversity of studies continues to spread and the range widens academically and geographically.

Last year American graduate students from approximately 130 colleges and universities were in Britain for a year's study. Their chief fields were English literature and drama, fine arts and architecture. The more advanced group—lecturers and research scholars—pursues even more varied interests. A third group takes "special categories" grants for research by museum curators, librarians, social workers and specialists in labor relations or adult education. The final group is provided with means of study and exchange of technical advice in areas including the West Indies, Uganda, Nigeria and Kenya.

In turn some 283 British research workers and students went last year

to approximately 80 American universities and colleges and 15 hospitals.

The intellectual achievements of the Fulbright Program are great, but they do not compare with its major contribution to better understanding from first-hand experience of how people live, how they spend their time and money and what they like and dislike.

Miss Daisy Matthews, a history teacher from the Central High School in Newcastle, the great industrial city in northeast England, traveled half-way across the world a year ago to teach in Santa Fe, New Mexico, a land of hot sunshine and houses made of sun-dried bricks, while Miss Mildred Daniels from Santa Fe spent a rewarding year teaching in coal-dusty, rain-washed Newcastle. Each recalls the fascinating experiences of that year which called for at least a speech a week before school and faculty groups, clubs and churches to tell about her home country.

This was only one of the 913 pairs of exchange teachers who, by arrangement of United Kingdom and United States government education authorities in part assisted by the Fulbright Program and grants from Britain's government, have spent a full teaching year in a direct exchange of school and classroom.

Both governments are now empha-

sizing exchanges in technology. In four years the Anglo-American Council on Productivity has sent 956 people in 65 industrial teams to the United States. In addition, 83 other specialists have crossed the Atlantic to investigate highway improvements, air traffic control, fuel utilization and other problems.

However, international exchanges are not sponsored only for specialists. Each year the National Federation of Young Farmers' Clubs in Britain sends eight young farmers to be guests for four months of the 4-H Clubs and the Future Farmers of America, and acts as host to six or eight young American farmers from the two organizations.

An even younger group crosses the Atlantic through the scholarship exchange sponsored by the English-speaking Union. This enables boys of from 16 to 18 in English "public" schools to spend a year in corresponding American private schools with free board and tuition, and similarly, for American boys to attend British public schools.

Then there is the International Cadet Exchange. Twelve countries of Europe and South America as well as Britain, Canada and the United States take part in the exchange visits of air-minded youth. Boys between 16 and 19 in the United States compete for this opportunity as Civil Air Patrol cadets and in Britain as Air Training Corps cadets. The 25 American boys are guests of Britain's Air Ministry for a three-week tour of England, Scotland and Wales which includes sight-seeing and visits to aircraft factories, machine tool works, airfields and tests stations.

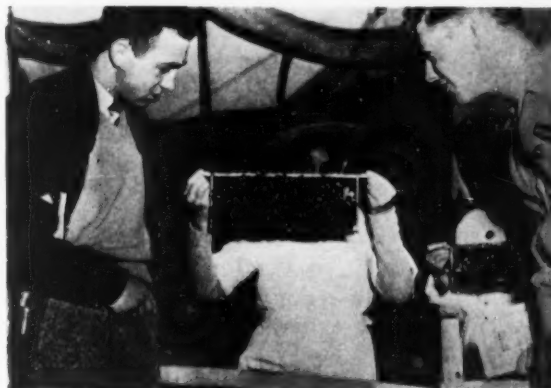
The 25 youths from Britain have a similar whirlwind program in the United States over a wider area. Here, as in all other exchange programs, the great benefit lies in the friendships made between the young cadets and their hosts.

These valuable contacts serve to open doors of knowledge and understanding and increase the ever-growing number of Britons and Americans who know through personal experience the meaning of international good will and friendship.

Farmers

Two Future Farmers of America stroll through the streets of London with new friends. They are 4-month guests of Britain's young farmer clubs. Below, two Southern young farmers examine honeycomb at Oxford's Royal Agricultural Show.

British Information Services photos



Industrialists

British manufacturers study American production methods at a Wisconsin firm. These exchange visits are organized by the Anglo-American Council on Productivity.



2-way "intercom" provides . . .

Classroom Contact for the

by J. A. RICHARDS Mr. Richards is director of the Special Education Division, Executone, Inc.

OF ALL THE miraculous outgrowths of the invention of the telephone, few could have been more gratifying to Alexander Graham Bell than the School-to-Home intercommunication system for homebound students.

It was in the course of seeking a "hearing aid" for the deaf that Dr. Bell, a professor of vocal physiology, hit upon the principle of the telephone. A devoted teacher of the handicapped, his impassioned plea on behalf of a day school for the deaf led the Wisconsin legislature in 1881 to pass the first appropriation of public funds for such a purpose in the United States.

Today, by means of the School-to-Home telephone, and under the aegis of state divisions of special education, thousands of homebound or hospitalized children are participating in classroom activity, with all of the educational, social and psychological advantages that this implies.

The mechanics of the system are simple—an "intercom" unit engineered for use with telephone equipment is placed near the teacher's desk facing the students.

This unit is wired to an amplifier and then the sound goes out over a regular private telephone line to another unit beside the shut-in child.

The handicapped pupil can hear everything that goes on in the classroom. The flip of a switch turns his receiver into a microphone, so that he can recite in turn and take part in the classroom exercises as the teacher directs.

In some 40 states, this telephone teaching method is being used for a

wide variety of homebound cardiac, orthopedic, muscular, fracture and contagious cases.

Physicians who have used the system approve it almost unanimously because of its psychological and therapeutic advantages. Although some physicians felt that the method might be overtiring and overstimulating, particularly in cardiac cases, a survey conducted by the Iowa Department of Public Instruction proved these fears unfounded.

Of course, not every homebound child is capable of deriving the full benefit.

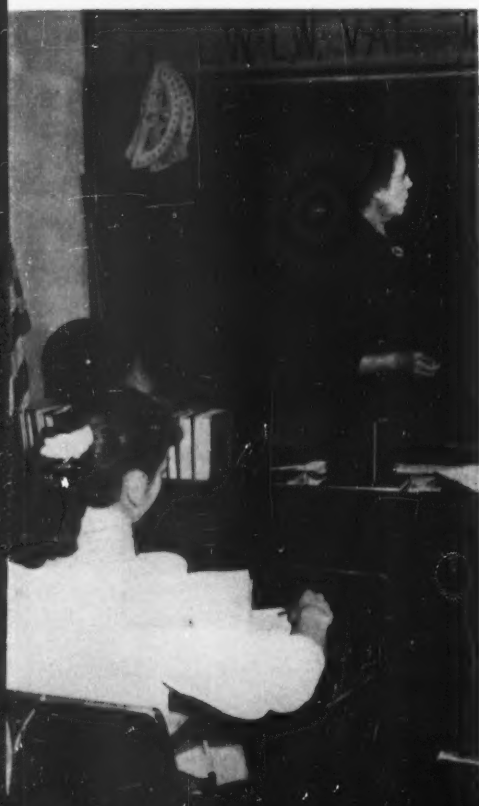
In deciding whether or not the system will be beneficial to a particular child, it is recommended that a conference be arranged with the parents, the family physician, the principal, the class and home teachers, the school psychologist and the guidance or special education supervisor.

If this group decides that the method is applicable, then the basis for cooperation in using the program for the greatest benefit to the child has been laid.

The system seems most useful for the high average to superior child. Nine years of age in the fourth grade is the recommended minimum, although some benefits have been reported for younger children and children of low-average intelligence (not under 85 I. Q.).

In Iowa, more than 1,500 youngsters have used the School-to-Home system. Reporting on a survey of results in the *Journal of the American Medical Association*, George R.

SCHOOL-TO-HOME: A portable speaker-microphone on the teacher's desk transmits classroom sounds to a homebound Oshkosh (Wisc.) High School student.



Homebound



HOME-TO-SCHOOL: While recovering from a rheumatic fever attack, Sophomore Larry Kromm keeps up with several classes by means of his "teacher-phone".

Ludwig of the state's Division of Special Education writes that the service "is not intended to serve as a replacement for the visiting teacher. It is meant only to be a link between the home and the school in order that the seriously handicapped child will feel identification with the class group, be aided in keeping his school work up to the level of his classmates, and in his concomitant social growth.

Teacher essential to "backstop" 'phone study

"Periodic visits by a teacher of the homebound, or by the classroom teacher, are essential to backstop the instruction from the classroom."

In the final analysis, the teacher must take the responsibility for the education of the shut-in child. He can utilize any or all supplementary techniques—TV, radio, or telephone attendance—in any combination, to fill the over-all program.

While the major use of the equipment has been for students homebound for long periods—six months to several years—units have recently been used with benefit in cases where confinement was as short as six or eight weeks.

There is usually a three to six month contract minimum, but most telephone companies will move the equipment from one location to an-

other for a different child within that period, making an additional charge only for the reinstallation.

Installation charges, equipment rental and line charges determine costs. In some cases charges have been only \$13.00 per month, while in other areas or where the distances involved were greater, the charge has been \$25.00 per month. In the case of high school students, where there is often a need for outlets in the auditorium and four or five departmentalized classes, the charge is somewhat higher.

However, about 26 states which have special education programs have approved the "teacher-phone" method for partial or full state-aid reimbursement. Local civic groups also often help underwrite the cost. And where several children are connected to the same class or classes, the per pupil cost is less.

As for the effect on the class to which the student is hooked up, experience has shown that not only is the extra burden far less than most teachers imagine, but the incidental effects on the whole class repay any additional work.

Leroy J. Knoepfel, superintendent of the Arlington Township High School in Illinois, writes: "... the regular classroom students develop a sense of responsibility and raise the caliber of their work through

their efforts to help the shut-in. There is noticeable improvement in their diction and behavior. In general, it is felt that these marked benefits to the rest of the class more than offset the disadvantages of the minor revision of the classroom technique."

Some teachers have been concerned that parents or visitors listening in might misunderstand a normal disciplinary situation. To assure the teacher and class their privacy, it should be clearly understood beforehand that during class hours the homebound student must have a room to himself. Obviously, this has the added advantage of protecting the child from household distractions.

Altogether, the School-to-Home telephone system seems to have demonstrated advantages for many homebound students, both in helping them keep up with their studies and in maintaining morale and social contacts.

Further information on the uses and limitations of the system can be obtained by writing to the Special Education Division of Executone, Inc., 415 Lexington Avenue, New York 17, New York, for a free copy of "Teaching Homebound Children by Telephone."

Your local telephone company can supply information on costs and availability of lines.



Planning an Elementary School

THE HEATHCOTE SCHOOL

by ARCHIBALD B. SHAW
and LAWRENCE B. PERKINS

ON LAST Memorial Day, after a school year of use, the Heathcote Elementary School in Scarsdale, New York, was dedicated. In a very real sense it was also a re-dedication day. The people who planned, the people who built, the people who are using this school paused to look back on their five years of handiwork, not only in the physical building itself but in the community-building process which had been the inevitable concomitant.

It all started in December, 1948, when Superintendent Vernon G. Smith and the Board of Education

Mr. Shaw is superintendent of schools at Scarsdale, New York. Mr. Perkins is with the architectural firm of Perkins and Will which designed the Heathcote School.

appointed a staff committee to study ways of providing for expected increased elementary enrollments. At that time it was anticipated that the growing enrollments might be housed in one or two additions to existing buildings. However, the Board and the Committee quickly abandoned this narrow concept and studied what a Scarsdale elementary school and school plant should consist of.

This Staff Planning Committee included classroom and special teachers, custodians, the assistant superintendent, and Principal W. Paul Allen of Fox Meadow School who chaired and led the group. They visited other schools, having first decided just what they were to look for. They examined the basic philosophy of Scarsdale's elementary school program and with the whole staff studied ways in which it should be improved. By June, 1949, they were ready to present their report to

the Board—a 100-page document which formed the basis of all later planning.

During the following school year staff studies of growing enrollments went forward, and by the end of the year it became obvious that one addition would not begin to meet the longer range needs. The Board hired an architectural firm to re-study the enrollment figures and to make alternate proposals.

In the fall of 1950 the Board called community meetings and selected a site. At a district meeting the following April the voters endorsed the Board's plan by a ratio of 18 to 1 and provided funds to purchase the 22-acre site.

Meanwhile the Board had been conducting a careful investigation of architectural firms and had engaged Perkins and Will of Chicago and White Plains, New York.

From January through June, 1951,

one or more of the architects spent some time every week visiting Scarsdale's classrooms, attending assemblies, observing, conferring with individuals and leading discussions among staff and community groups as to the implications of the proposed elementary school program. The secretaries met and studied their needs, the school nurse-teachers did the same; PTA presidents and program chairmen called special meetings; recreation and community organizations met together to analyze their requirements. Over and over classroom teachers reviewed and thought through their programs. Page upon page of lists were compiled of activities which go on in a modern elementary school. Deliberately the effort was made, during this six-month period, to think in terms of activities, not rooms.

By the end of that school year the architects were ready to sketch. The Board immediately recruited a Citizens Advisory Committee from all of neighborhood and civic organizations and PTA's. This group met through July, August and September, reviewing the architect's schemes as they followed on one another. In October 1951, the Advisory Committee reported to the community on their findings. "Members of the Board of Education and the school staff, architects and representatives of interested civic organizations," the report read in part, "joined to translate common educational aspirations into the specifics of blueprint. . . . The kind of school that all parties envisioned was one that would best express the educational philosophy of the community in practical design and construction. We saw no virtue in innovations merely for the sake of innovating, nor were we tied to the past by bonds of tradition. We sought the best educational plant for our children that talent could devise."

Then in November, the school district voted 12 to 1 for a \$1.4 million bond issue for construction of the school. (Only \$1,300,000 of this amount actually was borrowed). During the next months when the architect was working on the devel-

opment of detailed plans and specifications, the Board was making plans for the staffing of the new school.

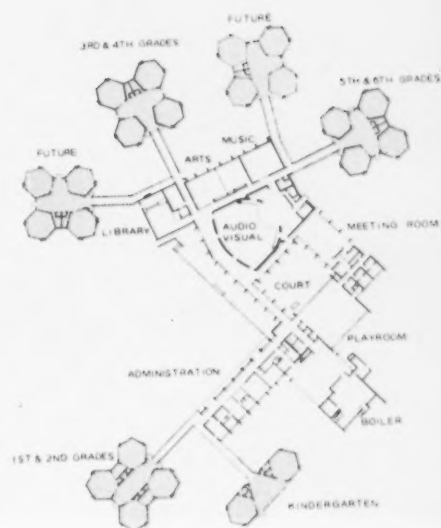
The new principal, Dr. George E. Raab of the Ilman-Carter School of the University of Pennsylvania, was brought on to the job in February, 1953, and staffing went forward rapidly. All Scarsdale elementary school principals joined in planning the teaching staff. For each grade level at least one teacher was transferred from existing schools, and every effort was made to provide a balanced staff—balanced in age, experience and special skills. Staff members already in Scarsdale worked with the principal steadily to plan for opening day. A committee of parents of the proposed new attendance district also joined in and carried through registration of kindergarten children at the new school site before the roof was on any but a few classrooms.

School opened in September, although the central section was still far from complete. Classrooms were ready, however, and children were fascinated by first-hand observation of the building processes. All through the school year the school family learned more and more about how to use this new building. Architectural representatives were on hand at frequent intervals to meet with the users and explore new and unforeseen possibilities.

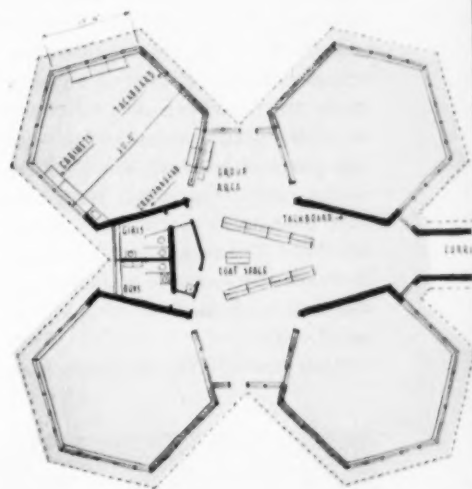
During the year thousands of visitors came to see the building. For a number of weekends in the spring parents had volunteered to be on hand Saturday and Sunday afternoons to show visitors through the building. They came in hundreds and they came back with friends. The Memorial Day dedication then was not the drawing back of a curtain to show surprised clients what architects and builders had wrought. The school had been lived in, people had seen it being lived in, and it was growing steadily in its use.

Architectural description

The cornerstone of Scarsdale education is "Concern with the pupil—both as an individual and as a member of the group." The cornerstone



Heathcote floor plan



Intermediate classroom wing

Statistics on Heathcote:

Total construction cost: \$1,095,692
 Total area: 57,744 square feet
 Cost per square foot: \$18.97
 Cost per pupil: \$3,400
 Square feet per pupil: 179
 Accommodation: 322 pupils
 No. of classrooms: 14



Each cluster has four classrooms with central cloak and activity area. Corridor connects each cluster to main building. Roof is covered with white marble chips.

of the Heathcote plan is the architectural response to that statement.

A children's theater is the visual hub of the plan. In it the school village meets as a whole, and with the semi-circle seating arrangement becomes conscious of itself as a group. Since the room seats only 420 there is close visual communication with the platform from anywhere in the seating area. This room recognizes that its most important participants are the children themselves; the scale is small, and acoustics permit Mary, age 8, to reach the back row with her small voice.

A play room is the only other high

(16-foot) element in the center building. Here children play together in varying degrees of organization. For active games the room is high and clear. For occasional spectators low benches line the sides. For folk dances and parties the huge, shatter-proof windows reach down to bring the courtyard into view.

Between the theater and playroom are the library, music room, art and shop rooms, the meeting room and the service wing. Service here means a series of offices where a child may go to seek help in reading problems, to visit the school nurse, or to talk with the principal. These small group

meeting rooms are part of teaching and learning. The label "administration" is avoided because it may connote a button-pushing, form-filing efficiency instead of the place of easy contact between students and adults which it is.

The library does not scorn to use techniques which succeed in merchandising. Comfortable places to sprawl, attractive color and display and a place to hear stories told are architectural ideas logically adapted to school use.

Shop, art room, music room and meeting room relate to each other and to the stage. Here a child not

Desk arrangement in this second-grade room follows hexagonal shape of classroom. Storage cabinets, shown at left, can be rolled about to divide floor area as needed.



Window walls make the classrooms practically a roofed extension of the outdoors. Carefully located planting shields rooms from direct glare of sun.



only makes bird houses and practices the clarinet for the enhancement of his own skill, he helps make scenery and props and prepare music for the Christmas play. The natural output of such rooms is wrapping-paper scenery, orange-crate houses for the witch in Hansel and Gretel, and music rehearsal for fun as much as for professional attainment.

The classroom architecture at Heathcote recognizes that the children are turned on each other rather than pointed against a teacher. The hexagonal plan is a deliberate expression of the class group as a circle. It has several by-product

values, but one is major: children of a given age group can work and play near each other with less friction than if they are mixed with older or younger children. Fewer rules are required if their rooms and their outdoor play do not grate on those of other groups. The classroom cluster derives from this principle. One group is for kindergarteners, others are for lower, middle and upper grades in natural divisions.

The area between classrooms within a cluster is available for projects which may cut across class lines. Here the child learns by working with groups to produce a joint result

—reports, for example, or big murals.

He learns by everything that happens to him. The world outdoors provides a constant illustration of the changing seasons, from falling snow, to leafing trees, to nesting robins. These are the reasons for the huge, low-silled windows—far more than any engineering consideration of light distribution or ventilation which, of course, they also satisfy.

At Heathcote color is used with vigor. Building materials carry the surrounding colors of earth and rocks and woods up into the walls and on into the building. Foiled against this simplicity are bright col-

Heathcote's main building, from where this picture was taken, lies astride a knoll; corridors stretch out and down to the clusters which are nestled against the wooded setting.





Playroom has low seats on both sides; steel arches are painted coral. One side has shatter-proof window wall which looks into court.

ored cushions in the library, bright backs on the cabinets, and in the glass corridors themselves, inserts of colored glass. There is no engineering defense for these. Their only purpose is to delight, and children do like to look through them.

Heathcote is not seen at first glance. It flows over its hilltop. Each part sets the mood for its intended use, and moods differ between acts of study, play, meeting and making things. It emphasizes its roofs. The wide overhangs have the practical

purpose of keeping water away from masonry and paint. But they have a higher purpose in that they welcome and shelter each child. In a sense the school is a sheltered hilltop where children can move in and out without feeling that they must pass a control point.

Heathcote does not seek to impress or stun the passerby with its outward magnificence. Quite the contrary, it assumes partnership with a rocky wooded hilltop to provide a setting for healthy exploring minds.



Seat-lined window wall makes the classrooms a laboratory for nature study. Wide overhangs reduce maintenance costs of exterior walls.



Enclosed outdoor courtyard serves as a center for play activities and as beauty spot.



Sunny corridors have colored insets in glass walls—an inexpensive "frill" added for sheer enjoyment. White strip overhead is acoustical tile.



Heathcote photos by Hedrich-Blessing

Triangular playroom between the two kindergartens (above) serves as coat room and rainyday playroom. In the theater (right) a warped plaster baffle above stage adds carrying strength to young voices; screen pulls up out of floor for movie projection. Circular seating promotes group consciousness. The library (below) is a large, light room with low shelves below windows, cantilevered shelves on two other walls, and a sunken reading niche with fireplace.



Selecting and Purchasing Supplies and Equipment

School districts yearly expend amounts totaling millions of dollars for the purchase of supplies and equipment for their schools. Over the years, much progress has been made in methods of selecting the items to be purchased and also in the actual purchasing practices. Yet good practices are not always known or used. Your editors, considering this problem common to all school districts, decided that it would be helpful to seek out school districts whose selecting and purchasing practices seemed sound and worked well. The officials of five such systems were requested to describe for our readers their methods and the results they secured. The following pages are devoted to these descriptions. . . *The Editors*

Austin Public Schools Austin, Texas Irby B. Carruth, Superintendent

THE ADMINISTRATION of the Austin Public Schools has been working for a number of years on the problem of selecting and purchasing supplies and equipment so as to get what is needed when it is needed, and to guarantee the quality desired for the least amount of money possible.

Purchasing depends on need and determination of need depends on accurate records that reflect the careful consideration of classroom teachers, principals, the supervisor of school supplies and the purchasing agent.

This determination of need is made by a continuing inventory, on cards kept in the individual schools and in the office of school maintenance, of the amount of supplies used during the current year, the amount of supplies on hand and the need for the ensuing year. Consumable items are transferred at the close of the year to schools having summer programs in order to have fresh materials for the succeeding school term.

The quantity of materials requested is based on the study of the enrollment from year to year and the balance on hand at the inventory time. The teachers are asked to cooperate with the principal and the custodians in determining this need at the close of each year. It has been found that this cooperative plan of recommendation has resulted in cutting down the unnecessary supplies or shortage of materials at the end or in the middle of the school year and allowing use of a better quality of merchandise in the classrooms.

When the needs of the individual schools have been determined, the supervisor of school supplies and the purchasing agent set about determining the quantity and quality of supplies needed for the school system.

Much emphasis has been placed on determining the quality desired relative to the price. First, a check is

made to determine if the items used were satisfactory and if an effort should be made to secure better merchandise or equal merchandise for a lower cost.

Since new materials appear on the market from time to time, it is considered wise not to specify the same from year to year, even though it has been satisfactory, without making an effort to see if there are new materials in the several lines.

The Austin Schools also carry on an intensive program of practical testing to determine the quality of the various products to be purchased. This is necessary in order to ascertain two things: does the product meet the minimum requirements set up by the schools, and is the product of higher quality than is necessary to meet the specifications set up by the schools? This point is worthy of study in order to prevent paying more money for a higher quality than is desired.

The materials can be tested by usage and experiment. Care should be taken that they meet the Interstate Commerce requirements for shipment and labeling. The Austin Schools ask the vendor to supply a laboratory test of the materials and in some cases the maintenance department runs tests itself.

Specifications should also include minimum requirements for quality that will be acceptable to the schools, to allow the vendor to estimate his bid with these facts in mind. After specifications have been determined, the next step is to estimate the amount of any product to be bought. In the Austin Schools it has been found practical to buy in package lots. To do this a school must have adequate storage room available. The cost of this storage space can soon be saved by careful buying in large amounts.

Of course, one must be careful in the operation of this type of plan not to buy in too large quantity merchandise that depreciates in storage. In this instance, one should buy the largest usable quantity.

In order to have the merchandise when it is needed by the schools, delivery date should be included in the specifications. If it is not included, the merchandise may come too late to derive its full use.

Purchasing requires a definite amount of judgment and skill. Not only must a purchasing agent and supply supervisor buy in quantity to save but they must also use their best judgment in considering declining markets



in some products. To know when quantity is desirable requires good business judgment and a fair amount of good luck.

The Board of Education of the Austin schools buys maintenance supplies and equipment by bid. Bids are let and bidders are notified as soon as possible. In addition to the firms requesting bids, other firms with which the schools have done business are notified so as to get as great a segment of suppliers as possible submitting bids.

The recommendations of the administration go to the board with the justification for the bids presented. The lowest bid is not always recommended. Many times a bid is let where the requirements better meet the specifications of the schools even though the price is higher than some of the prices submitted.

The board reserves the right to accept or reject all bids and to purchase where it will be most advantageous to the schools. The vendors are required to give thirty-

day firm bids on all products. All merchandise is carefully catalogued as to quantity and quality and is accurately accounted for by the maintenance and purchasing departments.

The procedure of selecting and purchasing supplies described applies to capital outlay equipment as well as to consumable supplies.

After using this system for a period of four years, those responsible for the program in the Austin Public Schools are convinced that it has saved thousands of dollars for the school system by quantity buying, storage in the school warehouse, direct delivery to the schools, and by testing and careful and accurate records of all merchandise used.

The bidding system ensures lower prices and the privilege that the board maintains of accepting bids based on the judgment of the administrative staff ensures good merchandise.

Selecting and Purchasing Practices

City School District of New Rochelle, New York Donald K. Phillips, Superintendent

THE PROVISION of suitable equipment for the public schools of New Rochelle and the maintenance and replacement of existing equipment starts with the annual budgetary process.

This process is initiated in the office of the superintendent, by the issuance of appropriate forms and instructions for their preparation. The detailed work is carried on under the supervision of the principal, in the case of a school, and by the director, in the case of a city-wide department.

At these beginning stages, the principal or director provides opportunity for all members of his staff to participate in deciding what is most needed. Members of the custodial staff as well as the teachers may make suggestions.

Equipment in need of repair or replacement is listed and new equipment, needed because of curriculum changes or enlarged enrollment, is proposed.

The guiding principle is stated in the Superintendent's Instructions as follows: "List in Group A all equipment without the replacement, repair or purchase of which the health and safety of students and teachers might be

endangered or the quality of instructional program impaired. List in Group B all equipment by the acquisition of which the quality of the instructional program will be definitely improved. List all equipment items in order of priority."

The Budget Committee of the Parent-Teacher Association of each school is invited to participate in a conference with school officials when the preliminary work on the equipment budget has been completed.

The Board of Education of the City School District of New Rochelle has not standardized the various types of equipment used in the schools. It specifies that equipment must be of first quality with respect to construction, durability and performance. Reasonable freedom of choice is accorded the principals of the several schools.

The budget requests of the several schools and departments are submitted to the superintendent. He, together with the clerk and secretary to the board (who acts as purchasing agent) then confers with each principal and director.

The superintendent reviews the requests, bearing in mind the funds available within the tax limitation

under which the City School District operates. He makes final decisions, and then submits his recommended equipment budget to the Board of Education.

Following board approval of the budget, the items included therein may be ordered in accordance with a specified schedule.

Requisition procedure is then followed. Prior to the time in the budget year for the submission of equipment requisitions, principals and directors send to the various equipment firms, including all such firms which do business in the City of New Rochelle, requests for quotations on the items to be furnished.

At the time requisitions are submitted to the superintendent, a list of the quotations for each specified item of equipment is attached to the requisition calling for its purchase, addressed to the lowest responsible bidder. In the case of tying low quotations, the award is given to the firm doing business in New Rochelle.

The requisition is routed through the business office for appropriate encumbrance of funds and certification

by the purchasing agent as to the correctness with which the vendor has been selected and the suitability of the price. Requisitions are next routed to the superintendent's office for final approval; then orders are prepared by the purchase and voucher clerk and sent out.

All equipment orders to a single vendor which are in excess of \$1,000 must be handled on a different basis—that of public advertisement for bids. This latter procedure is handled entirely in the business office.

It has been found that the above described methods provide for the maintenance of proper standards of equipment selection, prudence in the allocation of budgetary funds, economy in purchase, flexibility with respect to the differing needs of different teachers, and the encouragement of local business firms.

The involvement of members of the Parent-Teacher Association and the policies with respect to local business contribute to public acceptance of the expenditures for the maintenance, replacement and acquisition of furniture and equipment in the public schools.

Selecting and Purchasing Practices

Norman City Schools Norman, Oklahoma J. Don Garrison, Superintendent

THE NORMAN, Oklahoma, School system, which now enrolls 4,000 pupils in its eight elementary schools, a junior and a senior high school, has grown so rapidly since World War II that the administration has found it necessary to adjust its purchasing practices in order to keep up with increasing demands.

Until this year the system has operated without a purchasing agent. However, a full-time purchasing officer is now employed.

The purchase of supplies and equipment in our system falls into two general categories—instructional and maintenance.

The normal procedure for purchase of teaching supplies and equipment in our system is as follows: the individual teacher initiates a requisition for such material; each requisition is approved by the principal of the school concerned; all requisitions are then consolidated into the school's general requisition, and then forwarded to the system's purchasing officer.

This procedure is followed for the purchase of maintenance equipment and supplies, except that the chief custodian, with the aid of the several building custodians, prepares requisitions for maintenance equipment and supplies. When extensive building repair or alteration is anticipated, an architect is employed to make recommendations and, if need be, to prepare adequate plans.

After all requisitions have been processed and consolidated by the purchasing officer, he presents the requisition to the superintendent, with an estimate of the total purchase cost of the required supplies and equipment, for final approval.

This permits the superintendent and his staff to make provision in the budget for the purchase of materials requested.

Under the existing laws of the State of Oklahoma, purchases by schools amounting to \$500 or over must be made through competitive bidding. In order that all bidders may bid on comparable quality of equipment or

materials, the purchasing officer sets up certain standards and specifications to be met on each item. Each bidder is required to submit a sample of the product he proposes to furnish, unless certain items have been specified by trade name.

The obvious difficulty in this purchasing method is that of determining whether the submitted item reaches the standards claimed by the manufacturer. However, we have found that reliable concerns stand behind their products and may be depended upon not to misrepresent them.

The Norman schools have experienced the handicap of such rapid expansion that all available building money has, of necessity, been spent for additional classroom space. Consequently, warehouse facilities for supplies and equipment are not available. This makes it necessary to issue all supplies to individual schools when received; thus control of issue and perpetual inventory of supplies on hand are next to impossible to accomplish.

We feel that in the future with proper warehouse space, much money can be saved by quantity purchase of staple expendable supplies and equipment.

Selecting and Purchasing Practices

Riverside City Schools Riverside, California Bruce Miller, Superintendent*

PROVIDING AN adequate supply of instructional equipment is a problem that faces every school system. Three things make this a difficult job:

—Teachers, supervisors and administrators have differing opinions as to what type, quantity and quality of a given item is essential.

—The size of a school and varying conditions lead to different quantity needs, making it difficult to predict needed quantity without actually taking inventory.

—Finally, these items are so costly that, even when needs have been ascertained, funds are rarely available for eliminating shortages in a single year.

The following report describes the program adopted by the Riverside, California, City School District, which is designed to provide the desired equipment level over a period of three years.

1. *The problem of varying opinions regarding items of equipment desirable in a particular instructional area* was met by dividing the entire staff of administrators and consultants into committees. Several teachers also served on each of these committees. Principals selected the area of their greatest interest, while consultants occasionally served on two or more committees, since their work might involve more than one instructional area.

2. *Committees began their work early in the year and met frequently* to investigate the merits of each kind of equipment. The relative merits of melody bells, chro-

matic tone bells, and tonal resonator bells is the sort of thing discussed by a committee.

3. *Committees assigned a usage standard to each item listed.* For example: 1 kiln per 400 pupils; 1 motion picture projector per 300 pupils; 1 tool cart per classroom. During the second year these "allocation standards" were subject to revision upward or downward on the basis of use and observation.

4. *Prices per unit on items most likely to meet satis-*



* . . . with Mr. Lewis Wickens, Principal, Magnolia School.

factory specifications were entered on the lists to provide a basis for computing final costs of bringing schools up to standard.

5. *An inventory form for the use of all committees was developed*, with spaces for the following information at the right of the name of the piece of equipment: cost; allocation standard; number of pieces of the article on hand in the school or room; number of pieces required to attain standard; total cost of bringing the school up to standard on this article. Noted at the top of each inventory form was the school enrollment, and number of classes of each grade level in the school.

6. *A complete inventory of all capital outlay instructional items appearing on the lists was taken in the spring* by the staff of each school. Attention was given to items which might serve, for the time being, as substitutes for those selected. There was no attempt to force unnecessary replacement of serviceable items.

7. *The monetary value of the shortage of each instructional area was determined for each school*. In addition the total shortages of all areas for each school were determined. These were computed by the principal of each school, who retained a copy of each inventory and shortages. Original copies were submitted to the central office.

8. *The total shortages for all schools were added up* and each school's percentage of the total shortage was

computed. This percentage was to serve in the future as the basis of making allocation of equipment to each school when the budget was determined for the district.

The total monetary value of a district's shortage must be discovered before the Board of Education and the superintendent can safely plan a spending program to cover a period of years.

9. *Each school was allowed to requisition equipment* for the new year up to the amount of its allocation. No attempt was made by the central office during the first year to exert pressure to meet certain equipment standards to the exclusion of others. It was felt wise to urge school staffs to determine for themselves which of all their shortages should be filled first.

Certain basic assumptions regulate the program of building up supplies of capital outlay instructional items:—Wide deviations from equipment standards in one area should receive critical examination by school staffs before any requisitions are made.

—Availability to teachers is of prime importance in setting the quantity of equipment to be used in individual situations.

—Use standards may be adjusted to needs in a particular situation.

—Consultants should be called in to assist staffs to determine adequacy of obsolete items of equipment.

Selecting and Purchasing Practices

The Superior Public Schools Superior, Wisconsin Leslie W. Johnson, Superintendent

"AS SOON as you get your shipment, you will have your supply for the twelve month period. The quantity of instructional and maintenance supplies was determined on the basis of the data you furnished the administration offices." This announcement was given our building principals and followed the purchases which were made during the first three months of the calendar year. Prior to budget adoption, many hours were spent and a series of meetings were held on the problems affecting budget construction.

How can a principal determine the quantity of supplies needed a year in advance? The problem is intensified by shifting enrollments. Decisions must be made in terms of predicted enrollment and the size of building.

Papers, pencils, books, paper towels, soap, toilet tissue and similar supplies can be computed to ensure an adequate supply for a given operational period.

The principal has a code on which to make his computation: a case of paper towels will be required for every eleven children; a bar of soap is needed for every child; a ream and one-half of scratch paper will be needed for every child in the fifth grade level. In like manner, maintenance supplies can be computed on the basis of building size. The type of construction of a building must also be taken into account. Using these factors, it is possible to approach the solution of the problem of determining quantity.

What is the best product for the needs of a school and

how can it be secured at the lowest cost possible? Companies are encouraged and in some cases requested to submit samples of products. Tests are made for floor waxes, soaps and detergents.

Both instructional and non-instructional staff members are urged to make recommendations for such items as chalk, paper, brooms and the like. This practice is based on the plan that those who use the item should share in its selection. When agreement has been reached, the item is purchased which best suits the needs of the program, though it may not be the lowest in price.

In order to ensure that preferred supplies may be secured at the lowest cost, the items are listed and sent out for bids. In most cases, a set of specifications is set up including the product name with the phrase "or an approved equal" added. Establishing adequate specifications for all types of supplies is a great chore. Once they are established, it is relatively easy to make any alterations from year to year. There are some exceptions in such items as paint which make it practically impossible to specify a quality formula. In such cases, the supervisor of buildings and grounds is authorized by action of the board to purchase a product, which will best serve the purpose for which it is to be used, at the lowest quoted price.

The plan of furnishing the proper quantity of supplies for a year's operation in each building is satisfactory in several respects. It automatically suggests a program of conservation of use of materials. It helps the principal, teacher and custodian to plan for the needs of the building. When properly executed, this helps to avoid a piling-up of supplies as well as shortage.

How do you provide for emergencies? Even the best regulated educational program will occasionally be faced with a sudden need for supplies and equipment. Directors of instruction, transportation, and building service must have authority to make expenditures in order to keep the educational program moving properly. Each should understand, of course, that emergency ordering should be kept to a minimum. In addition, he should be in a position to justify the issuance of each order to the satisfaction of the administration and the Board of Education. The director can best serve the interests of the school system who can anticipate needs in advance and who can make purchases in proper amounts at the lowest price, based on quality.

The purchase of equipment poses a special problem

for a school system operating at the highest possible tax rate which is legally allowable. To sustain a program of repair and replacement and reasonable expansion without the benefit of special bond issues or grants, a long-range plan is most satisfactory. Classroom furniture, home economics equipment, visual aids, science equipment, musical instruments and the like can then be purchased in limited amounts each year. With the co-operation of the principals and administrative assistants, a five or ten year program of purchasing can be developed. To impress the Board of Education with the significance of adopting such a plan, reference can be made to the number of years it will take to complete requirements and additions at existing rates of purchase.

In order to avoid charges of favoritism, purchases of equipment can be so planned that each building shares in the replacement of some of its equipment and in some of the additions. To present this in composite form for the use of members of the staff, board and community, a superintendent's annual report was devoted to the long-range plan. This served as a guide to the administrative assistants and building principals. Each year a check is made of the long-range plan to see what is on schedule. Budget construction sheets are filled out accordingly. Such construction sheets afford an opportunity to specify, in detail, types of equipment desired. All budget construction plans are reviewed by administrative assistants. This is necessary to screen for quality, quantity and suitability for the program. The role of the superintendent is that of coordinator.

No long-range plan will be so well-developed as to hold perfectly over a period of years. Alterations are necessary; in some cases, it is desirable to reconstruct an entire new plan for equipment classification. One of the greatest values in the development of a long-range plan is the thoughtful consideration necessary for providing the schools with the best possible equipment.

Establishing specifications for the purchase of equipment is a detailed task. Under the policy of having all staff members participate in the selection of supplies and equipment, it becomes the chief responsibility of the administrator to pave the way for purchasing. He must see that there is an adequate appropriation for the needs of the system. He must organize the machinery necessary for purchase and distribution in such a way that all items can be secured and put into use with a minimum of red tape.



AASA Fetes Larsen as NEA Committees, Departments Meet During NY Convention

NEW YORK— Much of the program of the 92nd annual NEA convention now underway (June 27-July 2) in this city, deals with issues and topics of concern to school executives.

Among the convention highlights of interest to administrators, are the following:

1. A series of discussion groups deal with community relations, instructional improvement, school legislation, finance and building.

Some meetings cover administrative subjects such as adjustments to mounting enrollments and cooperation among local associations and boards of education in educational salary problems.

Groups on improvement of instruction deal with citizenship education, school athletics, discipline problems, the needs of exceptional children, etc.

2. A series of special sessions on the United Nations are being held in the UN Assembly Hall, and feature speakers like Eleanor Roosevelt, former US Representative, UN Commission on Human Rights, and Ralph Bunche, Principal Director, Division of Trusteeship.

Ralph W. Sockman, minister, Christ Church in New York, delivered the vesper address.

3. NEA committees and com-

missions are holding open sessions to report on their projects and work during the past year. These groups include the defense commission and the Educational Policies Commission.

4. Also meeting during the convention are NEA's joint committees with lay organizations.

The committee with the National Congress of Parents and Teachers is featuring a discussion between authors Arthur Bestor and Robert Lynd, and Arthur Corey, California educator and John K. Norton, professor of education, Columbia University.

5. Many of NEA's departments are holding meetings which will interest school administrators.

These include the Association for Supervision and Curriculum Development and the Department of Elementary School Principals.

AASA sponsored a breakfast June 30 in honor of Jordan L. Larsen, current president.



Sockman



Bunche

Alabama Court Voids Textbook Labeling Law

MONTGOMERY, ALA.—The State Circuit Court here has declared void and unenforceable a textbook labeling law passed by the Alabama legislature last year.

The law required that publishers insert a statement in each textbook that the author(s) or contributor(s) "is not a known advocate of communism or Marxist socialism, is or is not a member or ex-member of the Communist Party . . . [or] of a Communist front organization. . ."

Declaring that the law is "unreasonable, arbitrary and oppressive, and, if enforced, would deprive the public schools and tax supported colleges and universities of Alabama of

"I know of no other time in history when the retreat from reason, the abdication to fear and the tolerance of intolerance has so threatened the integrity and usefulness of our public schools."

—Alonzo Grace, Asst. Dean
School of Education
New York University

textbooks and of the use of other books in schools and college libraries," the Circuit Court found its provisions violating the due process clause of the Fourteenth Amendment to the Federal Constitution.

Driver Education Offered In 20% of High Schools

WASHINGTON, D. C.—Driver education programs are offered in nearly 20% of the nation's high schools.

Eight in ten programs consist of about 30 hours of classroom instruction and eight hours of practice driving.

Nearly 300,000 students are estimated to complete such courses. Details are reported in the NEA Research Bulletin for April, 1954.

Decision Leaves South Cautious, Waiting; Some Systems Move to End Segregation

The history-making decision of the Supreme Court, declaring racially segregated schools in violation "of the equal protection of the laws guaranteed by the Fourteenth Amendment" to the Federal Constitution, met with a variety of reactions and developments.

These responses fell into three patterns—hints of action to circumvent the decision, requests for "calm" and lack of "hysteria," and jubilant reception.

Statements came from four sources—political figures and educational leaders, both state and national; Negro and liberal spokesmen and organizations and editorial comment in the daily press, both here and abroad.

The first reaction in the **Political** South was a mixture of surprise, "disappointment" and "shock." Most areas indicated they would hold up action on integration until the High Court hands down its administrative decrees to follow hearings this fall.

These decrees will concern themselves only with the particular com-

"The main thing now is to face this thing squarely as an accomplished fact, and work out our destiny for the general good and the greater glory of our nation."

—The Commercial Appeal
Memphis

munities involved in the specific cases before the Court. The details of integration in other parts of the nation currently employing separate racial facilities will be up to each individual state and locality.

Many states called special educational commissions into session to consider whether the states' attorneys general should participate in the Court's fall hearings on decrees, and to suggest methods of administering the changes.

Despite predictions, no Southern state threatened secession or violence. Georgia's Governor Herman Talmadge indicated that his state would boycott the Court's invitation to the respective attorneys general.

Most Southern leaders, however, reacted as did Governor James F. Byrnes of South Carolina, himself a

former associate justice of the Supreme Court.

Governor Byrnes expressed "shock" at the court's departure from former decisions upholding the "separate but equal doctrine," but called on "all of our people, white and colored, to exercise restraint and preserve order."

In Arkansas, Governor Francis Cherry declared that his state would not be an "outlaw" in responding to the Court's ruling, but would appoint a Committee on Segregation to help work out the details toward integration.

Several Southern states, including Georgia and South Carolina have already initiated action on amendments to their state constitutions which would permit state legislatures to abolish public schools and set up private, segregated systems.

The possibility of such action being carried out is remote, according to latest, on-the-spot reports.

The reactions from Southern congressmen were not much different from their governors back home. Some objected vigorously. Others urged calm and restraint.

Many areas with segregated schools have already taken steps to replace these with integrated schools.

Educational

"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs . . . are . . . deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. . . ."

"In order that we may have the full assistance of the parties in formulating decrees, the cases will be restored to the docket, and the parties are requested to present further argument. . . . The Attorney General of the United States [and] of the states requiring or permitting segregation in public education will also be permitted to appear."

—United States Supreme Court

"We of the North would do well to apply ourselves with equal diligence and sincerity to our own unsolved problems of racial discrimination and prejudice."

—The Sun-Times
Chicago

These include localities in border states like Maryland, Missouri, Kansas and Oklahoma; as well as some communities from the deep South.

President Eisenhower has urged presently-segregated District of Columbia schools to take the lead in changing over their system.

There is every indication that integrated schools will be in effect in the District after the start of the school year in 1955.

In Greensboro, N. C., the board of education adopted a 6-1 resolution declaring its wish to comply with the Court's decree (see page 74).

It announced that it wants "the community, the state, the South and the nation [to] know that we here propose to live under rule of law."

Roman Catholic high schools in Richmond, Virginia, will begin enrolling Negro students along with whites next fall, under a plan formulated before the Court's decision.

Negro and liberal groups received the decision as another milestone in the building of better race relations and a great advancement towards a more perfect democracy.

Although announcing their determination to prevent any circumvention of the High Court's intent to end segregated schools, Negro leaders meeting to map a course of action

were agreed on a "spirit of give and take" to help make the necessary changes.

"Let it not be said of us that we took advantage of a sweeping victory to drive hard bargains or impose unnecessary hardships upon those responsible for working out the details of adjustment," declared Channing H. Tobias, chairman of the board of the National Association for the Advancement of the Colored People.

Editorial Southern press comment reflected a desire to face the decision as a legal fact, and seemed to speak as one in asking for orderly, careful appraisal of plans to secure the best educational opportunities for children of all races.

Some of the daily newspapers felt as did the Jackson, Miss., *Clarion-Ledger* that "May 17, 1954 may be recorded by future historians as a black day of tragedy for the South,

"The greater significance is the affirmation in the eyes of millions of people in India, Pakistan and Africa; in China, Japan and Burma; in Indo-China, Thailand and Indonesia that the pledge in the United States of the worth and dignity of the humblest individual means exactly what it says. . . . Nine men in Washington have given us a victory that no number of divisions, arms and bombs could ever have won."

—The Post Dispatch
St. Louis

and for both races."

All seemed to agree, however, with that same newspaper that "It should not cause any panic, any violent emotional reactions, or any disturbances of normal racial relations."

Northern papers received the decision enthusiastically, although some paused to recognize the existence of segregation in fact, if not in law, existing above the Mason-Dixon line.

In Washington, United States Commissioner of Education Samuel M. Brownell announced that his office stood ready to help state education authorities requesting aid in adjustment problems.

"We anticipate that most of the states have done a considerable amount of study and will go ahead with their own planning," he added.

The over-all national reaction to the High Court's decision, then—after the immediate "shock," "disappointment," or jubilation wore away—appeared to be a common desire to move cautiously, yet courageously, to meet, in an orderly way, the challenge to provide the best educational opportunities possible for all children.

Greensboro takes steps to comply with decision



Both white pupils, above, and Negro students, right, will continue at schools in which they have been enrolled. Then, if in keeping with Supreme Court directives and the decision of the state board of education, those living near schools previously run for pupils of the other race may attend these if they wish.



▲ Above, the board of education of Greensboro, North Carolina, reviews local and state reactions to their May 18 resolution indicating compliance with the decision invalidating public school segregation. Fourth and fifth from left, respectively, are D. E. Hudgins, board chairman, and B. L. Smith, superintendent of schools.

Writes Superintendent Smith: "It will be our plan to exercise as little coercion as possible and to allow the greatest amount of personal choice . . . We shall hope to work out a gradual adjustment and avoid all possible friction and violence and obtain the largest possible cooperation and good will."



Court Decides New Bias Cases on May 17 Rule

WASHINGTON, D. C.—One week after its historic ruling declaring public school racial separation unconstitutional, the Supreme Court sent three cases involving segregation back to lower courts for re-examination in view of the May 17 decision.

It also refused to hear appeals from lower court rulings against racial discrimination in three other cases.

The Court in effect supported Negroes who were refused admission by three universities, two public parks and a low-cost housing development.

"It is a time for seasoned and cautious treatment of the case presented to reconcile both the national interest and states rights on the Constitution, which is the firm foundation of both."

—The Banner
Nashville, Tenn.

Citizens, Board Chairman Answer Textbook Critics

TENAFLY, N. J.—Textbook critics, making unfounded attacks upon reading materials used in local public schools, found themselves quite unpopular after a community meeting in which representative citizens gave spontaneous public approval to the board of education and Superintendent of Schools Burt Johnson.

The conclusions were summed up by F. H. Wescott, board president, who declared in a statement published by a local newspaper:

"It is about time [the critics] recognize that in our minds their viewpoint was that of biased, distrusting, narrow-minded crusaders.

"... As has been so well stated [by many of our citizens and educators], we want our youth to be able to read everything, because it is our policy to teach them the basic principles of democracy and Christianity so they can judge any controversial literature whether they read it at the age of 14 or 40..."

Five Pupils Place Highest in Photography Contest



Minneapolis—Five students from communities all over the United States were grand prize winners in the National High School Photographic Awards, each winning \$250, a camera and flashholder. Sponsored by the National Scholastic Press Association with the cooperation of Eastman Kodak Company, awards were initiated nine years ago to "encourage in the student a livelier appreciation of the American way of living of the American scene and of his relation to the community and his world." Prize winning picture above was taken by Rosalie May, 18, Los Angeles, Calif., a senior at Hamilton High School.

Teachers Win New Salary Increases as Shortage Grows Worse, Enrollments Rise

Many school systems are providing higher salaries for educators as the teacher shortage grows worse and enrollments increase.

"The most encouraging feature" revealed in a sample of salaries in New York state is an increase over last year of nearly 40 percent in those professionals receiving \$4,950 and above.

The study, conducted by the state teachers association, shows a reduction of nearly 50 percent in the 1953-



54 salary picture over that for last year in the percent of professional employees receiving less than \$2,950.

Other statistics brought out in the report showed the 1953-54 median salary for classroom teachers in the state at \$3,966.

Tucson sets wage scale \$3,400—\$5,800

The Tucson, Ariz., board of education has adopted a new salary schedule for 1954-55 setting \$5,800 as the maximum wage for a teacher with a Master's degree and fifteen

years of experience in local schools.

The new schedule provides beginners in the field with a base salary of \$3,400, reports Robert D. Morrow, superintendent of schools.

Starting salaries for an experienced teacher entering Tucson schools is the base of \$3,400, plus \$100 for each year of experience up to five years.

All La Marque teachers receive \$506 raise

In La Marque, Texas, the board of education has granted an across-the-board raise of \$506 to all 150 teachers in the system, reports E. H. Black, superintendent of schools.

The new base salary for an inexperienced teacher with a Bachelor's degree is \$3,546; and for a teacher

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SPOTLIGHT

with a Master's degree, \$3,771.

Teachers receive \$54 increments at the end of each year.

British Schools Pay Men More Than Women

NEW YORK—A recent study of teachers salaries in Britain reports a differential in the salaries of men with dependents and women, with qualified males receiving more than females.

Other salary differentials are based on place of residence (London teachers receive an additional cost of living allowance) and, as in America, on educational preparation and experience.

Released by the British Information Services in this city, the report shows a similarity to American practice in the provisions for minimum pay standards and regular increments.

The teacher's salary base in England has a purchasing power equivalent to \$2,200 (in terms of American dollars).

UNESCO Publishes Guide To World Translations

UNITED NATIONS—The fifth annual volume of *Index Translationum*, an international bibliography of translated books published in every part of the world, has been released by the United Nations Educational, Scientific and Cultural Organization.

Covering works of literature, history and science in over 30 languages, the book is intended as a working instrument for all persons interested in the exchange of ideas and knowledge.

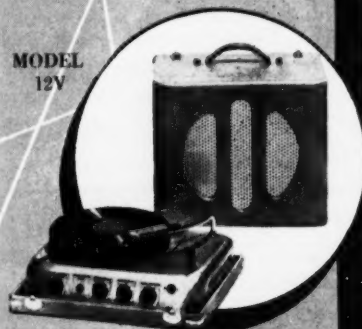
Calif. School Site Bill Follows San Diego Way

SAN DIEGO, CALIF.—A bill has been introduced into the state legislature which would permit school boards to

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SPOTLIGHT

purchase school sites in undeveloped, "raw" areas.

Of use in this city during the last several years without benefit of state law, the procedure has permitted the reservation of school sites when land prices are more favorable than after the areas have been built up.

The reserved school sites were obtained "through the excellent cooperation of both city and county planning commissions," reports the Superintendents' Bulletin, published by the San Diego city schools.

The proposed state law provides that a tentative map of a new subdivision must be delivered to the school board of the district in which it is located to allow for submission of a resolution requiring that suitable school sites be designated on the subdivision map.

It also would prevent filing of tentative maps of new subdivisions if the procedure has not been followed, unless the school board waives its right to have school sites selected.

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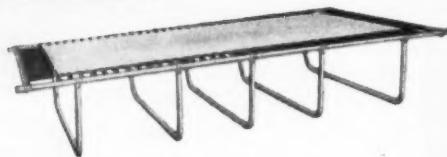
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Hopper Appointed Field Services Coordinator

EAST LANSING, MICH.—Robert L. Hopper assumed his duties June 1 as Professor of Education and Coordinator of Field Services, a new position in the School of Education at Michigan State College here.

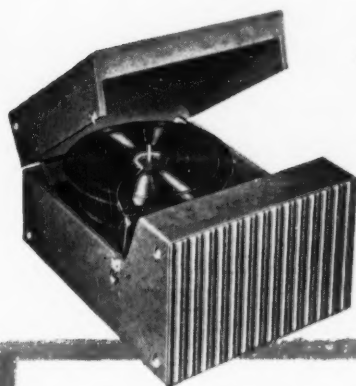
Dr. Hopper is former Chairman of the Division of Educational Administration at the University of Kentucky, and director of that university's Bureau of School Services.

He is also a member of the Advisory Board of Editors of THE SCHOOL EXECUTIVE.

Schools to Help Advance Community Life—EPC

WASHINGTON, D. C.—*Strengthening Community Life: Schools Can Help*, recently published by the Educational Policies Commission of NEA and

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"VICTROLA" 3-speed Phonographs

Superb performance from *all* your records. The ingenious "Slip-On" spindle gives full advantage to the RCA Victor "45" system, and the most flexible, satisfying means of using all three speeds.

Models available include an attach-

ment which will play through any radio or other sound system, a table model, a portable (illustrated), and phonograph-radio combinations.

A wide choice of "Victrola" 45 models are also available, specifically designed for the superior "45" records.

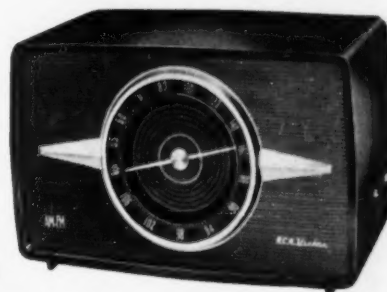
Model 2ES38. An ideal school portable, with 8-inch speaker.

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with the incomparable RCA Victor "Golden Throat" tone system. Console models are equipped with the new "Victrola" 3-speed changer that gives better performance from *all* records. Priced for school budgets.

RCA Victor Model 3RF91 AM-FM Radio for the classroom.



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The natural choice for the best in classroom television receivers is RCA Victor. The "Magic Monitor" automatically screens out static and steps up power. At the same time the finest in "Golden Throat" Fidelity Sound is tied in with clearest pictures. 21-

inch television with its clear, bright, steady pictures is ideal for average classroom viewing.

You can select from a wide choice of table models, consoles, or combinations. Models priced to fit every school budget.

↑ The "Master 21," inexpensive 21-inch table model

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SPOTLIGHT

AASA, presents concrete examples of ways local community development has been aided directly by area schools.

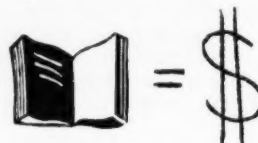
"The local community's schools both can and should become potent channels used by the people to strengthen local community life," the publication declares.

Copies are available from the Educational Policies Commission, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

Monthly Program Guide Supports WQED

PITTSBURGH—WQED, the nation's pioneer community-financed educational television station, is partially supported by the sale of a monthly magazine, *WQED Program Previews*.

The publication contains complete



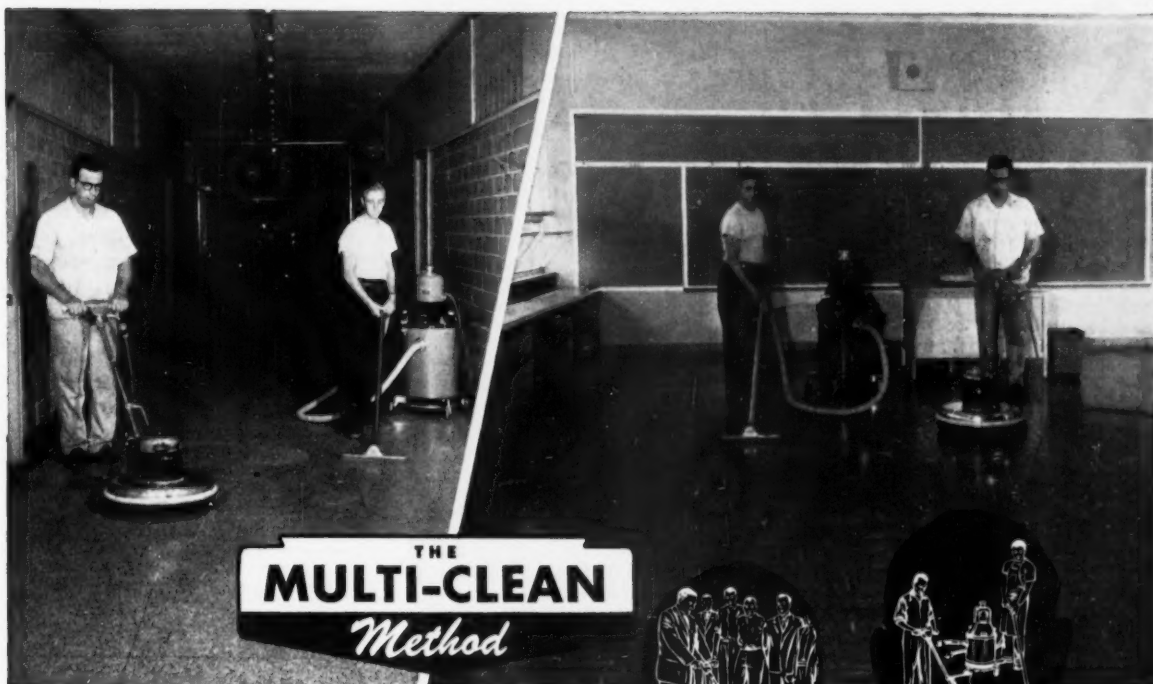
program news, and is paid for by the advertising it carries.

WQED is currently on a five day-three hour and fifteen minute schedule.

Study Analyzes Problems In Learning to Read

NEW YORK—"Unwitting misuse and abuse" of concepts such as "teaching the whole child or of making school a happy place;" "sugar-coated" primers; and a tendency in teachers' manuals to encourage pedagogic uniformity, partially explain the difficulties children face in learning to read today, according to Author John Hersey.

Another group of problems arise "from the competition these days between words and images—especially between reading and television," Mr. Hersey continues in *Why Do Students Bog Down on First R?*, pub-



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During the school year the terrazzo halls and asphalt tile classroom floors in this New York school take a terrific beating yet the Multi-Clean Method keeps them as bright and clean as the day they were laid. These floors are in the East Lake grade school, Massapequa Park, Long Island, N.Y. The building is one of four in the system using Multi-Clean equipment consisting of 16" and 22" floor machines and MCV-220 industrial vacuum cleaners.

Buildings range from 20 to 35 rooms each and floors are refinished three times a year at Christmas and Easter and during the summer. At these intervals two coats of wax are applied and burnished between coats with the last coat being buffed with a lamb's wool applicator under a Multi-Clean floor machine. With this method, daily maintenance during the school year requires only dry mopping.

"Bud" Jesseau, supt. of buildings says, "Our Multi-Clean equipment is tops, and since we've used the Multi-Clean Method of floor care our floors keep their polished appearance much longer. Also, our trouble-free Multi-Clean floor machines and vacuum cleaners have cut our maintenance time and labor considerably."

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DEMONSTRATION



lished in the May 24 issue of *Life* Magazine.

Too few parents encourage their "children's inner urge to read," adds the famous author, who is president of a Fairfield, Conn., committee appointed by the local Citizens' School Study Council to study the teaching of reading in the public schools of that residential community.

The unrealistic, "namby-pamby," unusually clean and happy middle-class children described in school readers lead youngsters to devote more time to television and comic book heroes, Mr. Hersey feels.

Let Them Know...

"Actually there is no lack of trained teachers; only a lack of trained teachers who are entering the profession. Many young people in school and college today are potentially great teachers, the natural born kind. . .

"With only reasonable salaries and your encouragement these young people will enter teaching. Let them know you businessmen realize that teaching is vitally important. Share with contagious enthusiasm their ideals of service.

"Remind them that the influence of the good teacher moves in a thousand homes, that his teachings live long after he dies. . ."

—Lawrence Derthick

AASA Past President,
at 42nd annual meeting
U. S. Chamber of Commerce

Board Answers Citizens On Bond Issue Queries

DULUTH, MINN.—The citizens here, voting recently on new bond issues for extended school construction, asked their board of education to explain added building needs.

The published answers reflect conditions all over America:

Q: Why another building program when we just finished one?

A: "Blame it on the stork and

antiquated buildings."

Q: Why so much building and remodelling in recent years?

A: "Because none was done during the depression and World War II."

Q: Is this the last bond issue?

A: "That depends on the growth of the community. If new industries bring a large number of people, you may need more schools."

Wilmington Graduates Get High College Grades

WILMINGTON, DEL.—A recent study made of the college records of former high school students from this community has taken the wind out of charges "that public schools are the champions of mediocrity," reports *Our Schools*, bulletin of the Board of Education here.

One local high school, which sends almost 50 percent of its seniors to college each year, reports that between 55 and 60 percent of all grades earned by these students over a four year period were honor grades.

Only 2 to 4 percent had failing grades in college, "and these were usually turned in by non-accredited students," the report continues.

Of the 212 students from this school now at the University of Delaware, 33 percent are on the Dean's list.

Detroit Project Fosters Mental Health in Schools

DETROIT—"Teachers in this area are less likely to look upon mental illness with fear and hopelessness" now than they did five years ago, report Assistant Superintendent of Schools Paul T. Rankin, and Dr. John M. Dorsey, chairman, Department of Psychiatry, Wayne University.

Writing in an account of Detroit's five-year mental health project, published by the National Association for Mental Health, Messrs. Rankin and Dorsey explain that "teachers are better able to bear their fear of psychiatrists, and it is believed that they will be more ready to use the services of the psychiatrist and the



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to meet
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Designed for complete flexibility to meet every individual need of the student . . . and every classroom need of the teacher. Supplied in range of sizes for every grade, with both seat and desk height adjustable in every size. Quality built for durability and long service life.

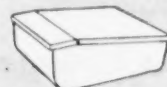
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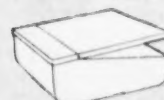
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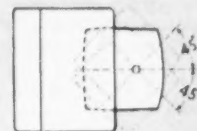
in closed position, desk top rests at 10° angle for ease in reading, writing, drawing



for manipulative tasks, desk top easily set at level



desk top raises and closes on positive friction hinges. Safe and quiet. Book box gives ample storage area



seat swivels up to 45° in either direction to conform to any natural turn of the student's body



Identified by the BLUE FIBERGLAS BACK

How a 'Sexauer' Easy-Tite faucet washer costing pennies can save you \$115.22 a year!

A tiny, 1/32" faucet leak wastes 95,040 gallons—\$24.14* worth—of water yearly.

Hot water leakage is even costlier . . . Fuel waste adds upward to \$91.08** more to the loss. Total down the drain: \$115.22.

And this is the dollar loss caused by only one pinpoint leak!

Fuel Waste	Water Waste	Total Waste
Oil (792 gals.) **\$91.08	\$24.14	\$115.22
Coal (9,879 lbs.) 88.91	24.14	113.05
Gas (84,411 cu. ft.) 84.81	24.14	108.95

*Water costs (figured at \$1.90 for 1,000 cu. ft.) authenticated by Haskensack Water Co. **Fuel costs authenticated by American Gas Association.

Save money; cut costs; stop leaks with dependable 'Sexauer' Easy-Tite faucet washers.

Built like a tire with Fibreglas reinforcement

Easy-Tite faucet washers are made of a special du Pont product, instead of rubber, and reinforced with Fibreglas. The result is a washer that resists the closing squeeze that splits and mushes ordinary washers. And Easy-Tites withstand destructive heat (up to 300° F. by test). These features explain why 'Sexauer' Easy-Tites outwear ordinary faucet washers 6 to 1!

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psychiatric social worker when these are indicated."

The experience teachers have had through the two-credit courses, institutes, meetings and trips set up for the mental health project has also resulted in more local attention on education for family living, with community as well as school developing more widespread concern on this subject, the authors continue.

Teachers have more command of their own needs and are thus better able to foster school and classroom conditions encouraging mental health for both pupil and staff member, the report concludes.

B-I-E Day



These elementary and high school teachers are inspecting dust sampling equipment in a Pittsburgh area factory. They were among hundreds of educators visiting plants in the first Business-Industry-Education Day program sponsored by the local Chamber of Commerce.

Little, Thomas, Mackie Named to Federal Posts

WASHINGTON, D. C.—Several new appointments to positions in the United States Office of Education have been announced lately by Secretary Oveta Culp Hobby, Department of Health, Education and Welfare, and Commissioner of Education Samuel M. Brownell.

James Kenneth Little, former Director of the student personnel program at the University of Wisconsin,

penco

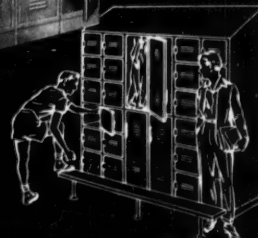
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functionally designed for today's needs

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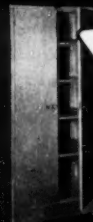
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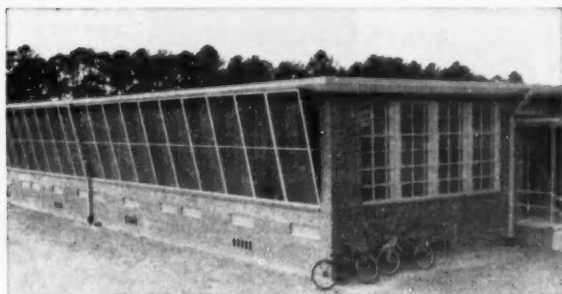
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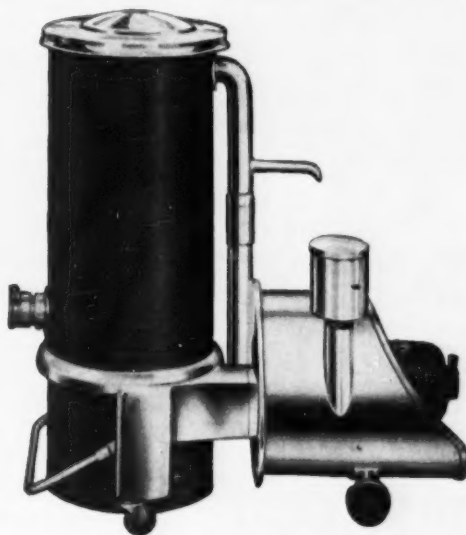


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SPOTLIGHT

has been appointed Deputy Commissioner of Education.

Frank Thomas, Superintendent of Schools, Valley Falls, Kansas, has been appointed Assistant to Commissioner Brownell.

Romaine P. Mackie, who has served with the Office of Education since 1947, and is currently directing a nationwide study of teachers of exceptional children, has been promoted to the position of Chief, Section on Exceptional Children and Youth.

Regional School Building Aided Under Mass. Law

BOSTON—Massachusetts provides financial building assistance to towns and communities joining together for more efficient and economical school programs than they would offer alone, reports the state School Building Assistance Commission.

Under state law, assistance can range up to 65 percent of the cost of a regional school building. Four such regional schools will open during the school year 1954-55.

The most important factor helping to form the school regions from small towns is local leadership from school superintendents, school committees and citizens' groups, the commission emphasizes.

Children's Theatre Group To Meet in Michigan

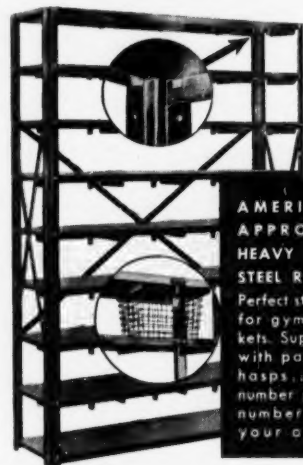
EAST LANSING, MICH.—Teachers of children's dramatics, recreation directors and community theater leaders will attend the Children's Theatre Conference's annual meeting at Michigan State College here August 23-28.

A 3-week credit workshop will precede the meeting, and it will be followed by the annual convention of the American Educational Theatre Association, of which the CTC is a division.

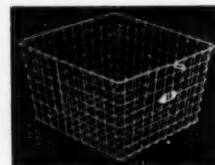
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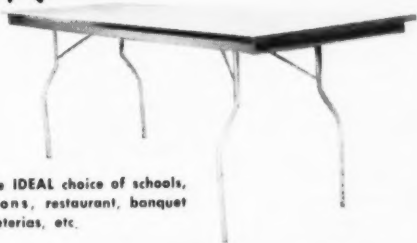
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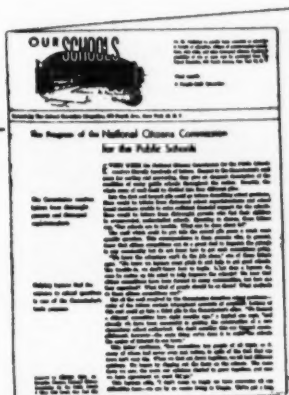
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SPOTLIGHT

Mr. Jed Davis, Department of Speech,
Michigan State College, East Lansing,
Mich.

Conference Calendar

JULY

5-7, American Home Economics
Association, San Francisco.

5-16, Conference in Elementary Edu-
cation, Department of Elementary
School Principals, NEA, with
Northwestern University, Chicago.

23-25, Annual Convention, National
Association of Education Secre-
taries, NEA, Eugene, Oregon.

OCTOBER

1, Ninth National Conference,
County and Rural Area Superin-

tendents, NEA, Washington, D.C.

4-6, National Conference on Rural
Education, NEA, Washington,
D.C.

14-15, Thirty-Seventh Annual Meet-
ing, American Council on Educa-
tion, Chicago.

NOVEMBER

7-13, American Education Week,
sponsored by NEA, American
Legion, Office of Education, Na-
tional Congress of Parents and
Teachers.

1955

FEBRUARY

26-March 2, Regional Convention,
American Association of School
Administrators, NEA, St. Louis.

MARCH

12-16, Regional Convention, Ameri-
can Association of School Ad-
ministrators, NEA, Denver.

APRIL

2-6, Regional Convention, Ameri-
can Association of School Ad-
ministrators, NEA, Cleveland.

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WASHINGTON SCENE

news from the Capital affecting education

A little Negro girl

named Sarah C. Roberts applied for admission to a white school in Boston 105 years ago, because the white school was closer to her home than the one set aside for colored children. The school committee refused to admit her.

New England's most fiery foe of slavery, Charles Sumner, a prominent lawyer in Massachusetts, espoused her cause. He carried the contest to the Massachusetts Supreme Court in the case of *Roberts v. City of Boston*.

Chief Justice Shaw of the Massachusetts Court held, in 1849, that segregation of races in itself did not constitute discrimination and that, if discrimination exists, "it is not created by law and probably cannot be changed by law." The phrase "separate, but equal" was upheld as the justification for a dual system of schools. The principle was reinforced in 1896 by the United States Supreme Court in the famous *Plessy v. Ferguson* decision which enunciated on a nationwide basis the "separate, but equal" doctrine.

The little girl lost in 1849, but on May 17, 1954 the cause for which she stood triumphed when the United States Supreme Court, by unanimous decision, declared segregation of the races unconstitutional in the public schools.

Federal aid to

school construction was the topic at hearings begun May 11 on four bills. About 25 witnesses had appeared as the hearings closed.

These included William G. Carr, executive secretary, NEA; Worth McClure, executive secretary, AASA; Edgar Fuller, executive secretary, National Council of Chief State School Officers and Agnes E. Meyer, Washington journalist.

The Department of Health, Education and Welfare was not represented in the testimony except by

letter from Secretary Oveta Culp Hobby.

The gist of her letter: "... it is the recommendation of this Department that no program of general federal aid to school construction of the sort proposed in S. 2779 be authorized pending the holding of state and White House conferences on education recommended by this Administration."

Shelter for the huge and growing population, then, is not imminent, except where local and state treasuries can finance it.

The House Select

Committee to Investigate Foundations and Related Organizations under Rep. B. Carroll Reece (R-Tenn.) opened hearings May 10.

Beginning with a study of foundations, the investigations have drawn into the picture studies of changes in government, theories and practices of education and the operation of national organizations.

Aaron Sargent, an attorney from California, presented a history of the development of "socialism and subversive activities" in the United States, tied in with the projects of foundations, with special emphasis on their relation to education.

Referring to the teaching of John Dewey as "new and revolutionary philosophy," he associated these teachings with the establishment of the federal income tax "in order to pave the way for a national federal socialism.

"Education is one of the vital areas involved in this attack on the American system of government," said Mr. Sargent.

"The tax exempt foundations are directly involved because they have supported this movement in the past and are still promoting it in ways that restrict educational activities and control public opinion. The history of this movement is a record of

the greatest betrayal that ever occurred in American history."

Rep. Wayne L. Hayes, (D-Ohio), came to the defense of the school system in his state and, after a heated session, left the Committee. Order was restored and the hearings continued, but Mr. Sargent explained that it will take a long time to offer his testimony because "the subject is important and also complex."

Self-employed persons

and farmers have been put under the social security umbrella by the House committee considering insurance legislation.

The committee also voted to raise the limits on benefits. Government employees, both state and national, would be permitted to secure the same coverage after an appropriate election. It is likely the bill will be changed considerably before adoption.

The President's

recommendations for conferences that discuss the critical problems of education are struggling through the legislative hopper.

A bill to call the White House conference has been approved in the House by a heavy vote. It contained no provisions, however, for state conferences, although advocates of the measure feel these will come along later.

Shortage of technical

workers at all levels from top to bottom alarms Capital scientists.

Under-Secretary of Commerce Walter Williams, at a recent meeting in Washington, said "this country has for a long time faced a serious shortage of scientists and engineers, but over the last several years our colleges have been turning out decreasing numbers of these engineers, dropping from a high of about 52,000 in 1950 to the low of about 19,000 this year."

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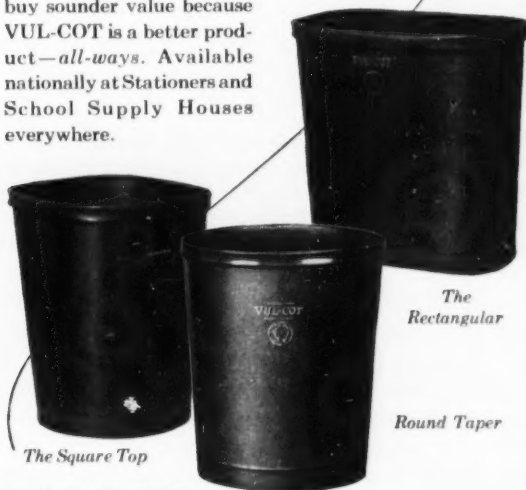
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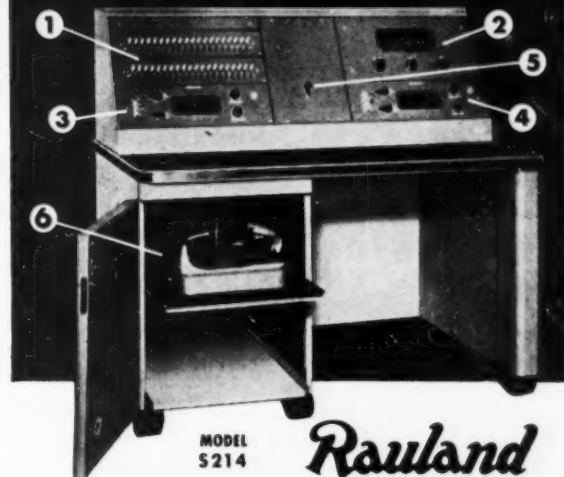
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Educating for American Citizenship

Thirty-Second Yearbook, American Association of School Administrators, NEA, 1201 Sixteenth St., Washington 6, 1954, 614 pp. \$5.00.

The need for improved citizenship programs in American public schools is expressed with deep urgency. Such improvement is envisioned as indispensable for the perpetuation of our free society.

Good citizenship is defined as a way of living, based on emotions and attitudes rather than intellect. Since attitudes are seldom influenced by traditional classroom instruction, teaching boys and girls to become good citizens is admittedly a complex problem.

The yearbook does an efficient and inspirational job of assembling direct and indirect approaches which have been found most successful in citizenship education.

Benjamin C. Willis, superintendent of Chicago schools, was chairman of the yearbook committee. AASA records and the member roster are bound in the volume as usual.

The Yearbook of School Law 1954

By Leo O. Garber, published by the author, *School of Education, University of Pennsylvania, 1954, 119 pp., \$2.75.*

This fifth yearbook reviewing recent court decisions affecting education reviews significant cases from December, 1952 to July 1, 1953.

It also contains a special article on principles of law relating to school board meetings.

County School Administration

By Shirley Cooper and Charles O. Fitzwater, *Harper and Brothers, New York, 1954, 566 pp., \$5.00.*

Principles and practices of public school administration are discussed in terms of the particular character

and needs of intermediate (township, supervisory union, and county) school districts.

Such districts, relating state government at the head of a system to local government nearest the people, are shown to be "the loom that has woven the fabric" of local schools into systems of strength, stability and unity. They are the most evolutionary of school government structures; frequent modifications have kept them in line with needs of particular areas.

With this well-organized presentation of planning and operating procedures, the authors illumine present structure and practice and offer guide lines to continued improvement at the intermediate level.

Dr. Cooper is assistant secretary of the American Association of School Administrators. Dr. Fitzwater is county and rural school specialist, U. S. Office of Education.

Interdisciplinary Research in Educational Administration

December, 1953, Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Lexington, 55 pp., \$1.00.

"Each branch or division of a university has contributions to make both to the development of educational leaders and in the improvement of communities."

Acting on this premise, an interdisciplinary committee was organized at the University of Kentucky to study ways of improving educative programs for school administrators.

Representatives from the major social science areas are coordinating their resources and efforts on topics such as how to communicate to administrators an understanding of community aspects of their work and how to identify traits of successful educational leadership.

This progress report shows that

members of various disciplines can work together to advantage for themselves and others.

It also reveals that information of interchangeable value to various disciplines has lain fallow in many cases because it was not properly accessible among university departments.

Education in England; The National System—How It Works

By W. P. Alexander, *St. Martin's Press, New York, 1954, 147 pp., \$2.50.*

In sketching the broad structure of England's national system of education, Dr. Alexander writes equally for people of his native country and other lands.

Anticipation of broad readership assisted him in attaining a commendable lucidity. His simple overview offers a clear understanding of how the English system is controlled and conducted.

Dr. Alexander is secretary to the Association of Education Committees in England.

Leadership and Intelligence

By Margaret Fisher, *Teachers College, Columbia University, 1954, 176 pp. \$3.75.*

Karl Mannheim's contention that society should be controlled by the intellectually elite is a highly controversial theory. While analyzing his theories, however, Dr. Fisher pays tribute to Mannheim's sociological eminence and recognizes the value of much of his reasoning.

This Jewish-Hungarian sociologist, who was exiled by the Nazis and died in London in 1947, believed that if freedom is to survive in our organized industrial age, society must be planned.

The problem of planning revolves on the problem of leadership. Mann-

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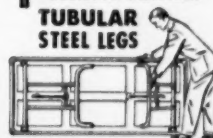
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heim regarded the intelligentsia as the group most likely to plan for freedom. He reasoned that this "free-floating," relatively detached group, trained in abstract thinking, is in the best position to synthesize conflicting class interests and represent the interest of the whole of society.

His dialectic method of reason is rejected for an evolutionary method of practical intelligence. This theory regards the final outcome of judgment as determined not by generalizations, but by decision of the community.

Social organization is seen as necessary for our times, but such organization, it is proposed, must come from the cooperative participation of a community of judges.

According to this method of practical intelligence, "authority is grounded in the individual; it is mobilized in self-regulated groups; leaders develop in such group processes and are assigned specific limited authority for particular tasks."

Intellectuals are urged to broaden the limits of participation in group processes of thinking.

Until Victory; Horace Mann and Mary Peabody

By Louise Hall Tharp, *Little, Brown and Company, Boston, 1953, 367 pp., \$5.00.*

"Be ashamed to die until you have won some victory for humanity."

Thus Horace Mann closed his 1859 baccalaureate speech to his seniors at Antioch College. Weakened by overwork and anxiety, he was in no condition to combat the serious illness which overtook him shortly thereafter. The famous words ended his last address, and became a fitting epitaph to his life.

In Mrs. Tharp's story of the personal and professional life of Horace Mann, there is no forward thrust which propels the reader through the pages. But somewhere, midway in the quiet chronicle, the characters lose their historical dimness.

Mary Peabody Mann's erudition,

character, and determined serenity are communicated as from old acquaintance. Horace Mann's essential personality emerges, built slowly with quotations from letters and speeches.

We come to know him through home life anecdotes, through his steadfast efforts as secretary of the Massachusetts Board of Education to extend universal education and keep the schools free of sectarian domination, his politically suicidal stand against slavery during his Congressional years, and the almost naive idealism with which he pursued his final project—to make Antioch a realized dream of democratic education.

Practical Guidance Methods For Principals and Teachers

By Glyn Morris, *Harper and Brothers, New York, 1952, 266 pp., \$3.75.*

In a "context of hostility"—not deliberate but the impersonal result of forces of poverty and ignorance—a guidance program was developed in a small coal-mining town school.

The principal's detailed records show how, in a little over three years, the teaching staff came to work together, to think of pupils as persons, and to conceive of guidance as a process for helping pupils develop their best potentials.

OTHER PUBLICATIONS AND PAMPHLETS

The editors have selected the publications listed below as worthy of the administrator's attention. Those of particular value appear in heavy type.

Management

Statistics of Public Secondary Day Schools 1951-52 contains all relevant data. Office of education.¹ Price: 35¢.

An Analysis of the Current Expenditures of Selected Indiana High Schools, by William Monfort Barr, covers enrollment, financial ability, organization of administrative

units, teacher salaries, pupil-teacher ratio. Indiana University Bookstore, Bloomington, Ind. Price: \$1.00.

A Manual for Determining the Operating Capacity of Secondary-School Buildings, by Marion J. Conrad, gives formula and examples of capacity studies, includes forms for figuring. Bureau of Educational Research, Ohio State University, Columbus 10, Ohio. Price: \$1.00.

Report of the Third Regional Work Conference on Improving Preparation Programs for Educational Administrators reviews a session held by the Southern States CPEA in December of last year. SSCPEA, George Peabody College for Teachers, Nashville, Tenn.

Legal Responsibilities and Leadership Opportunities for Indiana County Superintendents is the report of the ninth annual conference for Indiana county superintendents held at the end of last year. Contains keynote speech by Dr. Shirley Cooper, Assistant Secretary, American Association of School Administrators, and topics like local school initiative and teacher recruitment. Education Study No. 4, 1953, Clarence A. Pound, School Services, Purdue University, Lafayette, Ind. Price: 50¢.

Instructional Program

Economic Education, subtitled *A Significant Program in New Jersey*, describes the first annual Rutgers Workshop on Economic Education held last summer, and attended by 36 selected school teachers and administrators. Community Service Series No. 10, Joint Council on Economic Education.²

Economic Education Moves Ahead in Illinois describes the 1953 Workshop on Economic Education held at

¹Office of Education publications are available through the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

²Pamphlets published by Joint Council on Economic Education may be obtained by writing to 444 Madison Ave., New York 22.

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Steel Threshold. Available to lock chairs into position at ends of rows, 30" back to back, for three or more rows.

LIBRARY

Northwestern University. Joint Council on Economic Education.¹

Economic Education describes three conferences held in Southern California since 1951. Joint Council on Economic Education.¹

The Status of Driver Education in Public High Schools, 1952-53 brings existing information on this subject up-to-date, with a

thorough analysis of every aspect. Research Bulletin, NEA.² Price: 50¢.

Vocational Education

Definitions of Terms in Vocational and Practical Arts Education is written "to help meet the need for clarification of educational terminology." Committee on Research and Publications, American Vocational Association, Inc., 1010 Vermont Ave., Washington 5, D. C. Price: 25¢, five or more copies for \$1.00 each.

Hairdressing and Cosmetology for Vocational High Schools is a syllabus which details "the knowledge, skills, and attitudes to be developed by teachers of this subject." Curriculum Bulletin Number 8, Board of Education, Room 108, 110 Livingston St., Brooklyn 1, N. Y. Price: 60¢.

Human Relations

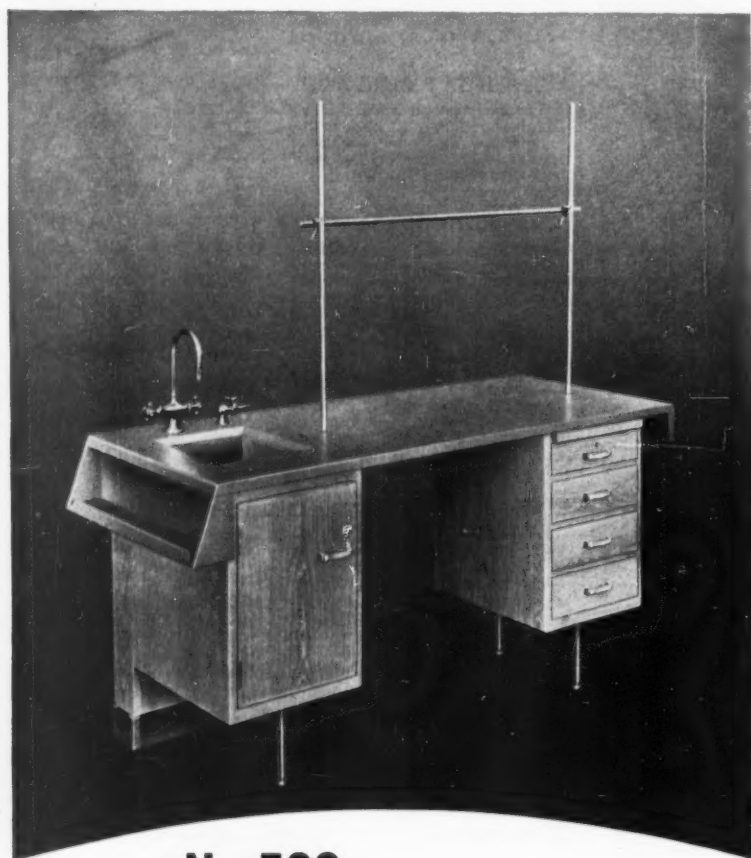
Growing in Human Relations, report of proceedings of New York's Fifth Annual Curriculum Guidance Conference, reviews all aspects from environment to historical development. Board of Education, Room 108, 110 Livingston St., Brooklyn 1, N. Y. Price: 20¢ in coin.

Living in Chelsea is a sociological, economic, intergroup study of this district in New York City, with particular attention to the relationship between man and man. The Center for Human Relations Studies, 157 W. 13 St., New York 11. Price: 50¢.

The Jealous Child, by Edward Podolsky, M.D., considers physiological, and environmental problems which may cause jealousy in children. Philosophical Library, Inc., 15 E. 40 St., New York 16. Price: \$3.75.

When Parents Grow Old, by Elizabeth Ogg, analyzes and makes suggestions for dealing with the problems which arise in home and community. Public Affairs Pamphlets.³ Price: 25¢.

The Stranger at Our Gate, by Senator Hubert H. Humphrey (Dem.-Minn.), lists five "persistent myths" about immigration, and urges "a basic rethinking of our present inflexible and restrictive immigration policies." Public Affairs Pamphlets.³ Price 25¢.



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¹Pamphlets published by Joint Council on Economic Education may be obtained by writing to 444 Madison Ave., New York 22.

²Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth St., N. W., Washington 6, D. C.

³Public Affairs Pamphlets are available through 22 E. 38 St., New York 16.

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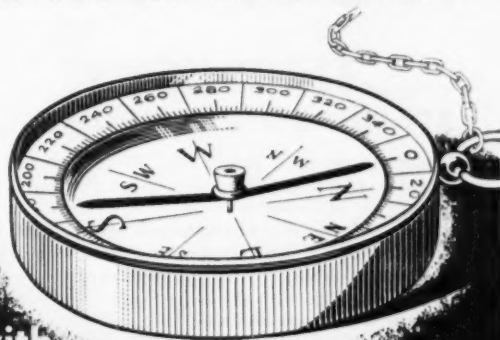
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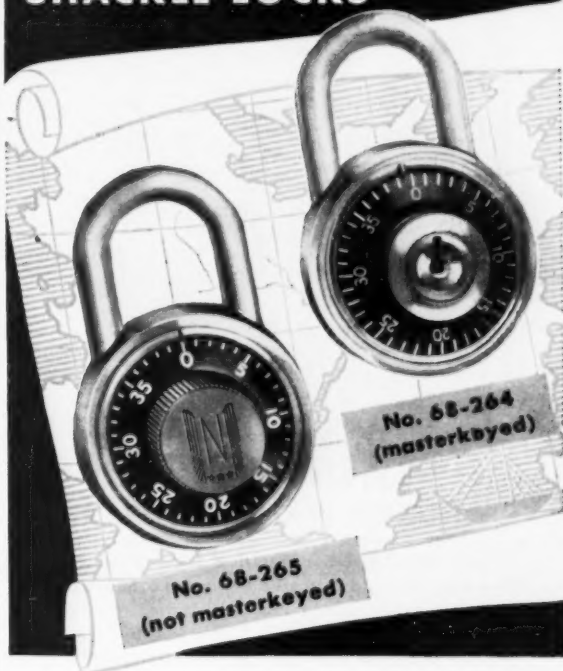
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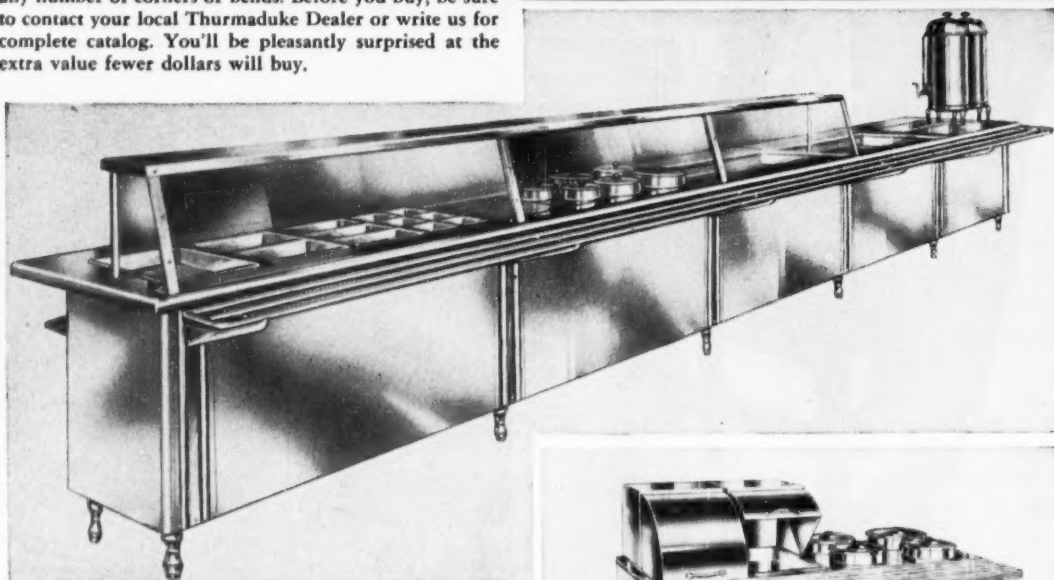
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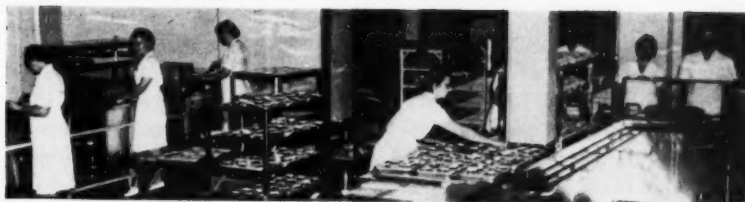
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Arlington's Goal: Efficient, Maximum Service

by MARY S. HANDLIN

Miss Handlin is cafeteria director for
Arlington Heights Township High
School in Cook County, Illinois.

A well-run, sufficiently stocked and staffed lunch program is basic to assure satisfactory performance of this vital school function. With this in mind, Arlington Heights, Illinois, Township High School cafeteria personnel have set as their goal maximum, efficient service.

Representing a typical suburban area, the high school's 1,300 students come from the incorporated villages of Mt. Prospect, Wheeling and Arlington Heights; the unincorporated village of Prospect Heights; and the remaining rural Elk Grove and Wheeling Townships in Cook County.

Of the 90 Arlington staff members, nine are assigned to the school lunch program. These manage or prepare

and serve more than 500 complete meals daily, as well as 1,400 à la carte servings, including sandwiches, soups, cocoa, milk and ice cream. There are two 35-minute lunch periods.

Several members of the teaching staff serve voluntarily during part of their lunch periods as checkers, vendors or cashiers. In addition to these services, their mature judgement and insight helps prevent avoidable problems, and is useful in handling emergencies and maintaining routines. They lend dignity, promote good will among students and, finally, extend hospitality to guests.

While the use of student help has many advantages, we have found it

LUNCH

better not to place too much dependence on it. Shifts in student schedules may leave vacancies in important positions at a critical time. In addition, pupil absences often upset routines or create emergencies.

We plan to prepare 35 to 50 extra servings every day, a safeguard for increased patronage. Rushing, pushing and cutting in line is unknown

when students know that there is ample food for all. The leftover food is one of the choices on the next day.

To avoid slow-moving lines which are discouraging to patronage, menus are posted weekly in each room so students can decide whether they want the 25 or 35 cent meal. Money is collected for the respective meals as the students enter the lunch line. Time studies prove that this practice saves seven to ten minutes each line.

In attempting to give maximum service efficiently, the staff approaches its problems by analyzing them one by one, then trying to solve them, or make improvements in unsatisfactory situations.

Workers have schedules which develop pride and efficiency in their work. These are sufficiently flexible to insure daily cooperation, coordination or direction of a substitute in the absence of a regular worker.

Efficiency, as well as sound business practices, calls for adequate records. Auditors require a satisfactory account of income and expenditures. The Federal lunch program requires others.

Additional records contribute to good management. Some of these include cost files of food and equipment, inventory, breakage, growth and service.

We keep our community informed about the lunch program through school and town newspapers, by the principal's letter to parents and, occasionally, by mailing a week's menu to parents.

Any complaint on food is investigated immediately. A few unfounded complaints led us to ask four parents to visit us each day for a period of six weeks.

They were enthusiastic and appreciative of the opportunity to see the lunch program in action.

On Business Education Day the school was host to 75 laymen, and on Women's Education Day, to 300 women. Thus, other citizens beside parents have the opportunity to eat in our cafeteria before visiting other parts of the school.

The cafeteria service extends beyond our noon meal. We serve dinners, banquets, conferences, and teas to staff or student groups. We do not compete with local church or business people, but desire to promote co-curricular activities that might otherwise be lost or curtailed by the high cost of meals if they had to be served away from our school.

Our cafeteria was planned with these objectives in mind. It can accommodate 500 persons and has a portable stage and public address system.

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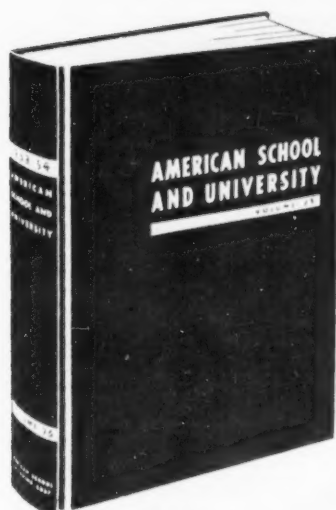
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The combination of extras at right not only wins the appreciation of maintenance men, but appeals to thrifty, safety-minded management as well. In operating a 600 Series Finnell, no effort is required to hold the feather-touch safety switch to 'on' position. And the switch works with either hand from either side of handle! When grasp is released, the switch automatically disengages and the machine stops. *Brush-propelled*, it glides over the floor with virtually effortless guidance. True

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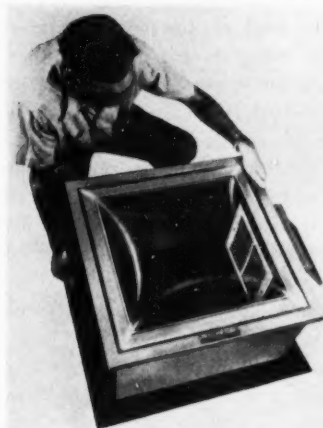


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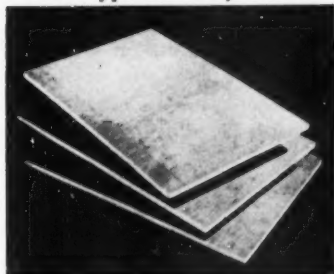
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signed to use standard cafeteria pans, each individually controlled, and each fully automatic. The compartments each operate with up to fifteen pounds steam pressure. Overall dimensions are 56" wide, 30" deep and 60" high.

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SE-203



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Fiberglas Form Board will not rot or decay. It is dimensionally stable and the fibers are not affected by moisture.

OWENS-CORNING FIBERGLAS CORP., Toledo 1, Ohio.

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Features Trapezoidal Design



The new Romper Table #2335 has been designed by an educator and is being marketed by National School Furniture Co. The trapezoidal design permits grouping in an infinite variety of combinations governed only by the size of the group and the purpose of the particular activity. These tables are easily moved about and quickly interchangeable with any other units.

The tables feature graceful Formwood legs, a Natcolite top edged with sturdy Wynene and surfaced with durable Nevamar High-pressure laminate in a choice of Honey Maple or Silver Birch Wood grain patterns.

Dimensions: top: 60 x 30 x 30 x 30; height: 21, 23, and 25 inches.

NATIONAL SCHOOL FURNITURE CO., DIV. OF NATIONAL STORE FIXTURE CO., INC., Odenton, Md.

(Continued on page 104)

Steam Pressure Cooker

Has Three Compartments

Market Forge's new Model 3ST-ASG Steam Pressure Cooker features three compartments, each designed to be used at full capacity, each de-

SE-202

New Product

Reviews

Stairtread Tiles

SE-205

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Long-wearing, low maintenance cost stairways are possible with Stairtread Tiles. Stairway erection cost is materially lowered with the use of these load-bearing, hard burned, de-aired clay tile treads. They are easily and quickly installed and require from 40 to 50 percent less steel than is commonly used with metal type stairs. Only plate stringers and angle iron stretchers are necessary.

Stairtread Tiles provide a complete structural unit, not just a wearing surface. They are permanently slip-proof, are easily and quickly cleaned, and are impervious to even the strongest cleaning compounds. No painting or other maintenance is required.

NATCO CORP., 327-29 Fifth Ave., Pittsburgh 22, Pa.

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SE-206

Makes Masonry Water Repellent

Hydrocide Colorcoat protects, beautifies and makes exterior masonry walls water-repellent with only one application. One coat fills hairline cracks and voids in surfaces as porous as cinder block. To withstand wide temperature changes without cracking, Colorcoat is formulated with an oil base strengthened by asbestos fibers and other agents. It is double-bonded to the wall by the oil

base and the gripping action of reinforcing mineral aggregate.

Available in colors, application can be made by brush or spray for a textured finish.

L. SONNEBORN SONS, INC., 404 Fourth Ave., New York 16, N. Y.

Slide Projector

SE-207

Has Tray-Loading Slide Changer



The Headliner 300 is a new 300-watt slide projector with blower cooling and a tray-loading slide changer, the Selectron-Semimatic, which takes any standard 2 x 2 glass, metal, or cardboard slide mounts. The slides are placed in a Selectray for convenient index storage, ready for showing at any time without touching a slide by hand. The entire Selectray is inserted in the changer.

The projector has a 4" f/3.5 coated anastigmat lens with precision helical focusing. There is a smooth microtilt adjustment with dual knobs, a rotary on-off switch and rubber foot pads to protect furniture finishes.

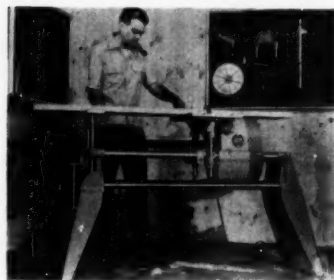
The streamlined housing has a metallic wrinkle finish in amethyst gray with contrasting tones of gold and dark gray. A protective screen covers the air intake and the blower unit is cuff mounted and integrally designed into the projector housing for maximum cooling efficiency.

THREE DIMENSION CO., DIV. OF BELL & HOWELL, 3512 N. Kostner Ave., Chicago 41, Ill.

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Performs 5 Functions



The new Shopsmith Mark 5 is a complete unit, delivered fully assembled and ready to plug in and work as a saw, sander, drill press, lathe and horizontal drill.

The correct speed for each operation is as easy to set as dialing a telephone. As added safety factors, all controls are mounted on the front of the machine; the switch is protected by wings making it easy to knock it off, but impossible to bump it on accidentally.

A $\frac{3}{4}$ hp motor and 9" saw permit the handling of heavy framing lumber or big plywood with ease. At the same time, built-in accuracy and worksaving features make it possible to do fine cabinet work.

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Duo-Tex Fire Retardant Paint combines superior flame resistance with durability, washability and attractiveness.

The coating is a resin-base interior finish that immediately swells and chars on contact with flame to provide a firm, insulating blanket of non-combustible ash over the affected surface.

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OR *Large School*



a Joseph Goder Incinerator means **EFFICIENCY . . . ECONOMY**



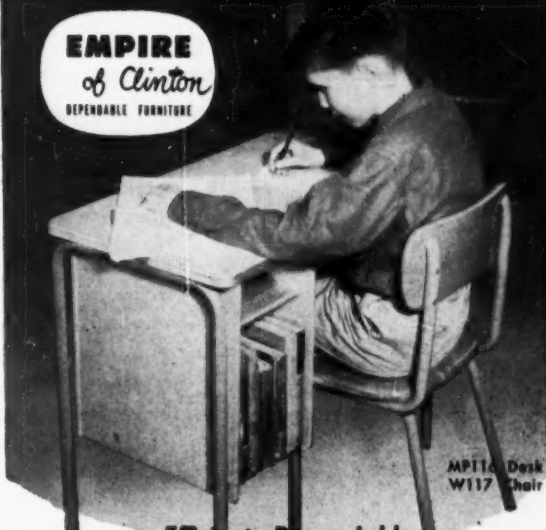
Typical of an installation for small or medium schools is the Joseph Goder No. 5 Incinerator. The No. 5 is a portable incinerator which is capable of consuming 50 lbs. of refuse, maximum 4 hour burning period. Available with oil or gas firing mechanism.

Learn more about Joseph Goder Incinerators . . . Write for free catalog or consult the classified pages of your telephone directory for nearby representative.

JOSEPH GODER INCINERATORS
5121 N. Ravenswood Ave. • Chicago 46, Illinois

INCINERATORS
Joseph Goder
NO ODOR

EMPIRE
of Clinton
DEPENDABLE FURNITURE



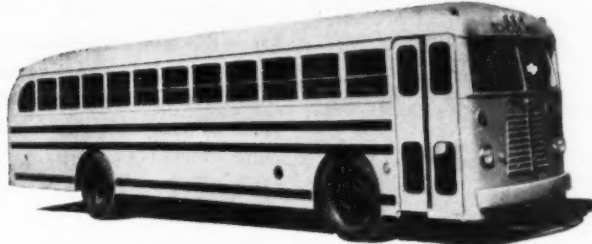
Efficient Dependable
SCHOOL FURNITURE
IN TUBULAR STEEL AND PLASTIC

You get greater durability at lower cost with Empire's rugged steel-and-plastic school furniture. MICATEX plastic tops resist marring, scratching, and ink stains. Welded steel tube frames. Available in all heights.

Write for new catalog.

School Furniture Division
EMPIRE FURNITURE MFG. COMPANY
CLINTON • MASSACHUSETTS

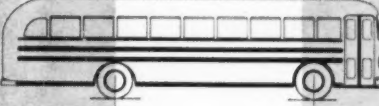
BLUE BIRD ALL AMERICAN



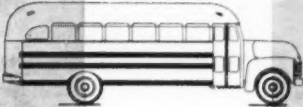
- **SEATS 75**
(Also available in 54 Pass. on 149" W.B. and 60 Pass. on 179" W.B.)
- Your choice of **FORD** or **HERCULES** Engines
- Economical—Rugged Construction

209" W.B. — Forward control motor • SEATS 75

The All New Modern Standard for School Transportation Equipment



Blue Bird All American
209" W.B.
Seats 75



Conventional School Bus
199" W.B.
Seats 48

Blue Bird Adds 10" of W.B. and seats 27 more children

How do we do it? Write for information or representative.

Blue Bird Body Co.,
Fort Valley, Ga.

Gentlemen:

I am interested in information on the following:

____ 54 Pass. ____ 60 Pass. ____ 75 Pass.
Blue Bird All American Bus

Name _____

Address _____

City _____ State _____ County _____

New Product

Reviews

Microscope

Has Wide Field

SE-210



Unlike most conventional microscopes, the Testa Model A can be used for the study of whole biological mounts, living plants and insects, minerals and crystals, documents, textiles, foods, mechanical parts and a wide variety of objects. It provides a wide field, large working distance and sharp vision. It is adjustable to 15x, 45x, and 75x magnification.

In addition to normal position for desk or bench work, the arm or tube may be inclined or reversed to operate in any direction of a 360-degree circle. The chrome-finished microscope tube may be removed and used as a full-scale pocket microscope on field trips.

TESTA MFG. CO., 418 S. Pecan St., Los Angeles 33, Calif.

Peelers

SE-211

With Automatic Peel Disposer

Toledo Double Action Peelers have a new Automatic Peel Disposer which banishes peel tray problems. When the peeler switch is on, the Disposer instantly processes and flushes the

peelings down the drain. In addition, the Toledo Reverso-Clean Disposer is self-cleaning; the cutting element reverses at each position, or under load.

There are 10 models to choose from with capacities of 15 lbs. to 70 lbs. per minute.

TOLEDO SCALE CO., ROCHESTER DIV., 245 Hollenbeck St., Rochester, N. Y.

Floor Cleaner

SE-212

Is Powerful, Safe, Instant-Acting

An improved, fast-acting floor cleaner, Super Safety Cleaner, may be used with complete safety on all types of floors, including asphalt tile, rubber tile, linoleum, terrazzo, concrete, wood, and magnesite.

This cleaner has an unusually high concentration and will go twice as far as most cleaners. Mixing 1½ fluid oz. in a gallon of hot or cold water and even in hardest water, will take care of almost all cleaning jobs. For easy removal of ordinary wax build-ups, a solution of one gallon of water to eight fluid oz. of Super Safety Cleaner is recommended.

Super Safety Cleaner is also available with germicide antiseptic added, which eliminates odors and kills harmful bacteria or fungus organisms.

MULTI-CLEAN PRODUCTS, INC., 2277 Ford Parkway, St. Paul 1, Minn.

Folding Tables

SE-213

With Formica, Masonite Tops

Tracy Folding Tables, although on the market only a short time, are winning wide acceptance in schools. They feature a unique brace-beam which firmly locks the pedestals into position and provides a support on which the table tops can rest. The sturdy all-steel edges, and the all-

welded frames are practically indestructible and they provide complete protection to the Formica and Masonite tops.

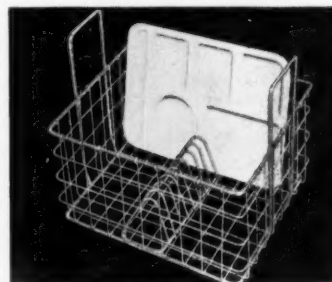
The tables are finished in Buckskin Tan, French Gray, and Satin Black which form an attractive contrast with the bright Formica colors and patterns of the tops.

THE TRACY CO., 400 N. Washington Ave., Cedarsburg, Wis.

Tray Basket

SE-214

Fits Immersion Dishwashers



A special basket is available for washing the 10" x 14" plastic compartment school tray. The #P4016 basket is made for use in immersion dishwashing machines and immersion sinks. The basket measures 14" x 16" x 8" with a handle extending 6" above the basket.

A plastisol coated tray holder keeps the tray at the best angle for washing and the coating also protects the tray from becoming marked from contact with the metal basket.

METROPOLITAN WIRE GOODS CORP., 70 Washington St., Brooklyn 1, N. Y.

Power Saw

SE-215

Features Reciprocating Blade



The Gasoline Wright Saw consists of a reciprocating blade directly connected to a gasoline engine to form a dynamically balanced, uni-

versal wood-cutting tool that combines the versatility of the hand saw with the speed of power sawing.

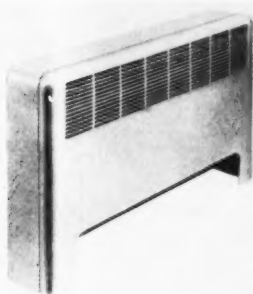
It fells and limbs trees, saws heavy timber, cuts posts and piling, yet can be used for precision work such as trimming, notching and ripping lumber. It will follow a chalk line, cut a kerf of only 3/16" and leaves a mill surface on the wood.

The saw is so designed that it is easy to service and maintain. Blades can be changed in 30 seconds and no tools are required.

WRIGHT POWER SAW AND TOOL CORP., 292 Longbrock Ave., Stratford, Conn.

Convactor Radiators SE-216

Designed for Economical Heating



A new line of convactor radiators, designed for economical, responsive heating operation, has been added to the Herman Nelson heating and ventilating products. The lightweight heating elements are seamless copper tubes, mechanically expanded into aluminum fins. Tubes are permanently joined to copper headers with a high temperature solder, for maximum heat transfer efficiency. The convactor-radiators are available with tapings for two-pipe steam, two-pipe hot water and one-pipe steam heating systems.

Cabinets, of heavy-gauge steel with rounded corners, are designed for both free-standing and semi-recessed installation. The reinforced front cabinet panels are removable, and damper fronts are available. The units are offered in four depths: 4", 6", 8" and 10", eleven lengths ranging from 16" to 64", and three

New Product

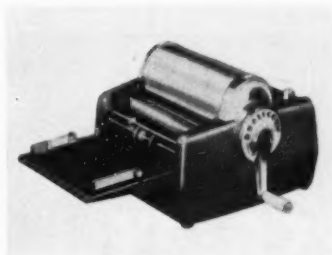
heights: 20", 24" and 32".

HERMAN NELSON PRODUCTS,
AMERICAN AIR FILTER CO., INC.,
Louisville, Ky.

Duplicator

SE-217

For Five Color Work



The new Duplicopy Liquid Process Duplicator features Magic Fluid Flow, which feeds the precise amount of fluid. Even distribution of the fluid over the roller is assured by means of a patented wiper blade. This makes possible sharp, clean, dry copies eliminating flooding, off-setting and consequent loss of time and paper.

There are no stencils to cut and the master can be prepared as easily as typing. Anything hand written, typed, or drawn can be reproduced at speeds up to 150 copies per minute and in as many as five colors at one time. Hairline register on color can be obtained.

Capacity of the machine ranges from postcard size up to 8 1/2" x 14".

DUPLICOPY CO., 224 W. Illinois St., Chicago, Ill.

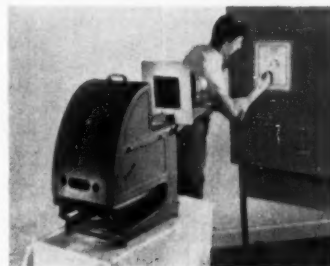
Opaque Projector

SE-218

Has New Reduction Attachment

The Vu-Lyte Reduction Attachment makes the Opaque Projectors even more versatile because copy can now be projected on the screen with the image reduced to 30% of the size of the original. This makes the equipment ideal for use in art, sci-

Reviews



ence and industrial classes for making reduced tracings and for use by photography and other hobby classes.

In general, the degree of reduction depends upon the focal length of the lens being used.

CHARLES BESELER CO., EDUCATION Div., 60 Badger Ave., Newark 8, N. J.

Crossing Signal

SE-219

Easily Wheeled by Patrol Boys



The new Hand-Powered Crossing Signals have four red-hooded stop lights which weigh about 35 lbs. each, and can be easily wheeled into the streets by the patrol boys. The signals are operated by a heavy duty battery and have a fifty foot cord connected to a hand switch. At the bottom of the signal is a small indicator, showing the condition of the battery, which can easily be re-charged.

Painted in yellow and black to correspond with the school bus colors.

ALUMINUM PRODUCTS CO., 226 Spring St., Jeffersonville, Ind.

Diving Platform SE-220 In One and Three Meter Size



Wells announces their model PDMIC one meter diving platform.

Also available in the three meter size with the same modern lines. Also illustrated is the Wells' Fibre Glass-Coated Diving Board. The regulation laminated Douglas Fir Diving Board has been given greater life and beauty by a fibre glass and plastic coating. This water-proofing process means years of usefulness for your diving board at surprisingly small additional cost.

WELLS ALL-STEEL PRODUCTS, P. O. Box 192, Dept. R. N. Hollywood, Calif.

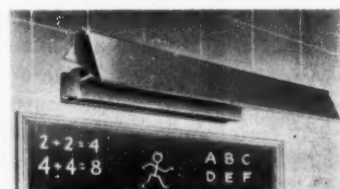
Conference Desk SE-221 Two or Three People Can Confer



The No. 5430 Teachers' Conference Desk has a recessed back and a top which overhangs at the back and sides so that one to three people can confer comfortably. Designed with a teacher's requirements in mind, the desk features a book pedestal large enough to hold all class books with easy accessibility. A lock on the top pedestal drawer locks all the drawers in the pedestal. The drawer measures $21\frac{1}{2}$ " x 12" x $4\frac{1}{2}$ " deep for 3 x 5 cards. The second pedestal drawer is $21\frac{1}{2}$ " x 12" x $10\frac{1}{2}$ " deep and permits cross filing of either letter or legal size papers. An extra bottom drawer measures $21\frac{1}{2}$ " x 12" x $4\frac{1}{2}$ " deep.

ALLEN CHAIR CORP., 366 Broadway, New York 13, N. Y.

Chalkboard Light SE-222 In 4' and 8' Units



The Dusty has been designed specifically to provide extra lighting needed for chalkboards. The unit is easily installed over any chalkboard. A ballast box mounted over the wall outlet box houses the ballast and supports the entire fixture. The specular alzak reflector controls the light and distributes it evenly.

The Dusty can be obtained in 4' units with single or tu-lamp Rapid Start ballasts or in 8' units with single or tu-lamp Slimline ballasts.

DAY-BRITE LIGHTING, INC., 16 N. 9 St., St. Louis, Mo.

NOW!

the strength of STAINLESS STEEL is added to MASTER PROTECTION

TWO YEAR GUARANTEE

WRITE FOR LOW SCHOOL PRICE

No. 1500 Champ
Long time school favorite. Rugged, dependable. 3 number dialing. Precision built for long life, trouble-free service.

2 POPULAR MODELS

No. 1525 Key Controlled
Same as No. 1500 but has KEY-CONTROL. Each student has own combination—yet one school-owned control key opens every locker.

Master Lock Company
World's Leading Padlock Manufacturers

MILWAUKEE 45, WISCONSIN

FREE BROCHURE WRITE DEPT. B

Complete Line of Stage Hardware

Draw Curtain Tracks and Controls

The Clancy line is COMPLETE—our catalog contains almost twice as many items of stage hardware and rigging as any other catalog we've seen. And the quality and usefulness of every item reflects Clancy's 77 years of leadership in the stage field. Write for your FREE copy of Catalog 48.

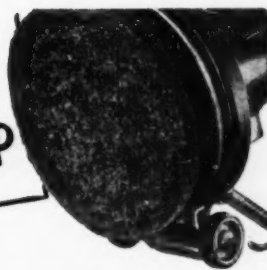
Engineering Service

If you are remodeling your present stage or building a new stage, take advantage of Clancy's unequalled stage design and engineering service.

It is your assurance of safety, fool-proof operation, complete flexibility, long life and low maintenance costs.



FOR EASIER FLOOR UPKEEP



For floor finishing or daily maintenance, Brillo solid-disc steel wool floor pad hardens and brightens finish. Regular once-over removes traffic grime—renews gloss quickly without rewaxing. Equally efficient for linoleum, asphalt or rubber tile, wood, and terrazzo.

For free folder on low-cost Brillo floor care, write to Brillo Mfg. Co., Dept. S, 60 John St., Brooklyn 1, N. Y.

... BRILLO
cleans and buffs
in one operation
SAVES TIME

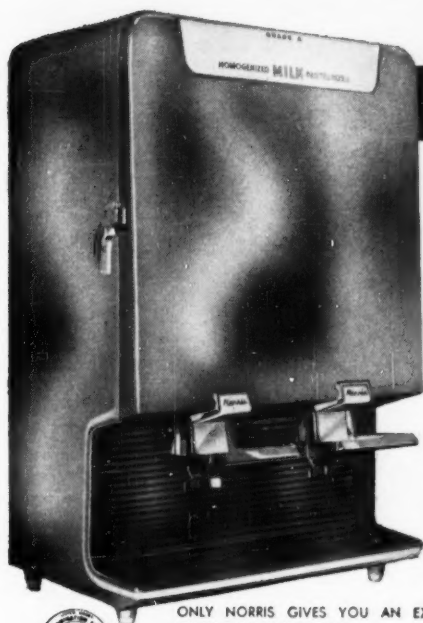
... does the job
faster—without
waste motion
SAVES LABOR



BRILLO
SOLID-DISC STEEL WOOL
FLOOR PADS

ANNOUNCING THE NEW, ULTRA-MODERN, BEAUTIFUL

NORRIS DELUXE MILK DISPENSER



ONLY NORRIS GIVES YOU AN EXTRA
BUILT-IN POWER OUTLET!

Norris
DISPENSERS, inc.

SE-7, 2720 Lyndale Ave., South
Minneapolis 8, Minn.

A DESIGN FOR TOMORROW . . . TODAY! The new *Norris Deluxe* gives you self-contained refrigeration in gleaming stainless steel. Designed by Raymond Loewy Associates, it's the model to be copied for years to come. Available now in the popular two 5-gallon can capacity, the new *Norris Deluxe* will pay for itself through increased savings and greater convenience by buying milk in 5-gallon containers. Try it . . . without obligation.

LOOK TO NORRIS FOR A COMPLETE LINE OF QUALITY DISPENSERS
All stainless steel with sealed, self-lubricating refrigeration units



MODEL N-5-SS



MODEL N-10-SS



MODEL N-15-SS

Show me how a Norris Dispenser can help me save more . . . profit more!

Name _____

Company _____ Title _____

Address _____

City _____ State _____

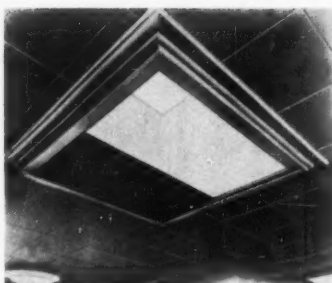
SE-7

Skylight Shades SE-223

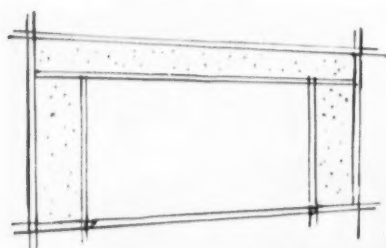
For Complete or Partial Darkening

Draper Lite-Lock Skylight Shades are designed for full daylight control and protection since the shade may be adjusted for full or partial darkening or rolled up completely clear of the skylight opening.

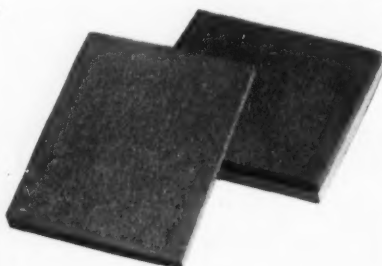
The shades are self-contained as a complete unit to be mounted against the ceiling and around the skylight opening. The shade is enclosed in a hinged cover roller box for easy



access to shade or window. Steel side channels support the shade and prevent light leakage. The end channel is optional but not usually required.



SE-127



SEE-GREEN

PERMA KORK

A PERFECT TACKBOARD SURFACE

- Soft and Pliable
- Easy to Install
- Washable
- Attractive

Now—the same cool, restful color effect in your bulletin boards as you have in See-GREEN Chalkboards. It's the new See-GREEN Perma Kork—a perfect tacking surface made of ground corkwood that will not disintegrate or show punctures made by pins or tacks. It's a tacking surface that stays soft and pliable throughout the years. This beautiful light See-GREEN Perma Kork harmonizes perfectly with See-GREEN Chalkboards and brings new brightness to any classroom.

Perma Kork is available in square cut sheets that can be mounted with invisible joints on any smooth surface. It may be ordered mounted on 1/4-inch backing or unmounted in Linen finish in See-GREEN or natural tan color, and Pebble finish, tan color only. Maximum sizes: mounted 4'x12'; unmounted Linen finish, 5'x20'; unmounted Pebble finish, 4'x12'.



Learn how PERMA KORK can help you get better bulletin boards in every classroom. Ask your local Rowles School Equipment Dealer for complete information, samples, prices, etc., or write direct to

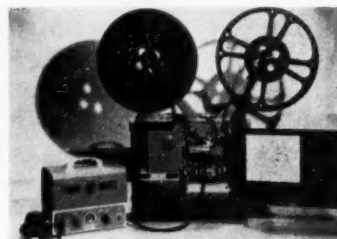
E. W. A. ROWLES COMPANY, ARLINGTON HEIGHTS, ILLINOIS

The shades are pulley-controlled, either manually or with the use of a window pole to engage a ring at the end of the hanging cord.

L. O. DRAPER SHADE CO., Spiceland, Ind.

Projector SE-224

With Magnesound Attachment

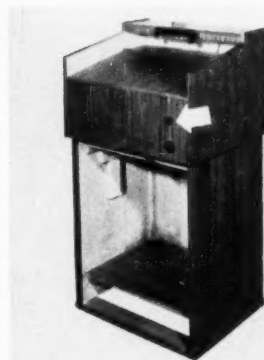


Mixer Magnesound, a magnetic attachment for the new Victor 16mm Projector, enables users to add sound to either silent film or to sound film. The attachment professionally records voice and music simultaneously. Individual inputs for microphone and phonograph have separate volume controls for perfectly coordinated mixing versatility.

VICTOR ANIMATOGRAPH CORP., Davenport, Iowa.

Speaker's Stand SE-225

Is Completely Adjustable



The Lectern above is instantly adjustable to the heights of almost any individual because it is motor driven. The adjustment can be made in front of the audience without fumbling with adjusting blocks or thumb screws.

DETROIT LECTERN CO., 14430 Harbor Rd., Detroit 15, Mich.

SCHOOL UNITS THAT'LL REALLY "Take It"!

Today's well equipped shop calls for truly professional type of equipment. The day of flimsy hobby units is past! This self-contained, space-saving Model CB-55 Pereco Furnace will provide accurate control at all heat levels up to 2500° F. It's a general-purpose electric furnace built to standards demanded by industry—a dependable unit that will take all types of service for years. Its silicon carbide elements produce uniform, clean heat up to 2500° F. (3000° F. for short periods.) Roomy 12" l. x 8 3/4" w. x 6" h. chamber has counterbalanced, wedge-fit door. Approved controls mounted on front panel. Other size Pereco Furnaces also available.



PERECO Furnaces and Kilns

Write **TODAY**
for Bulletin



**PERENY
EQUIPMENT CO.**
Dept. J, 893 Chambers Rd.
Columbus 12, Ohio

SE-183



Just 9 of 50,000 Items . . .

. . . used daily in every well-run kitchen are shown above as examples of the food preparation and service equipment sold by DON. Your DON salesman can show a lot more that will help you do more . . . with less work, less waste and in less time. On all the 50,000 Items, satisfaction guaranteed or your money back.

Ask your DON Salesman

or write Department 26

1400 N. Miami Ave.
Miami 32



27 N. Second St.
Minneapolis 1

2201 S. LA SALLE ST., CHICAGO 16

**YOU
CAN'T
AVOID**



DIRTY FLOORS

Sure as you have floors, you can expect to clean
DIRTY FLOORS—every day, every week—year
after year! You just can't avoid DIRTY FLOORS!

BUT YOU CAN CLEAN ANY FLOOR EASIER

FASTER

AT LESS COST

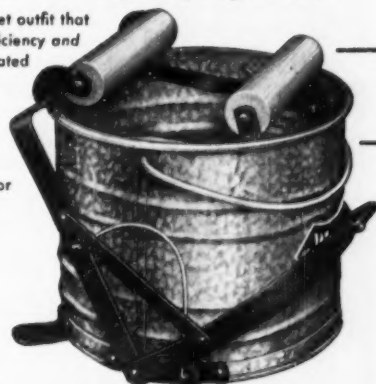
...WITH

WHITE

Floor Cleaning Equipment

Here's a round bucket outfit that
can't be beat for efficiency and
economy! Foot operated
wringer for greater
pressure and easy
mop handling.

See the complete
White line at your
dealer's . . . Write for
Catalog No. 153.



WHITEY
MOPZUM
SAYS:
It's RIGHT
... if it's

WHITE MOP WRINGER CO.
7 Mohawk St., Fultonville, N. Y.
CANADIAN FACTORY
Paris, Ont., Canada

WHITE

A COMPLETE LINE OF FLOOR CLEANING EQUIPMENT

Hand Dryer

SE-226

Designed for Recessed Installation

The new design of the C model Recessed Hand Dryer permits architects and building operators to make their new or remodeled washrooms more attractive. Projecting only 3 $\frac{3}{4}$ " from the wall, the dryer is installed in a steel box that is set into the wall during construction. The dryer mechanism and cover plates are easily installed after walls are completed.

Other improvements of the electric dryer are: increased air velocity and volume, reducing length of dry-



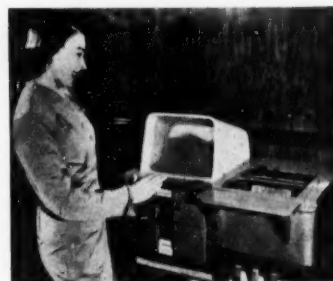
ing time; a permanent type air filter

that can be quickly brushed without removing; touch action starter bar; new type revolving air jet baffle for convenient face and forearm drying; illuminated user instructions; vandal-proof construction, etc.

ELECTRIC-AIRE ENGINEERING CORP.,
209 W. Jackson Blvd., Chicago 6, Ill.

Microfilming Unit SE-227

Combines Recording and Reading



A low-cost microfilming machine for office use which combines recording and reading in one compact, portable unit has been announced by Burroughs Corp. and Bell & Howell Co. The Micro-Twin combines all microfilming functions in a single table-top unit. Controls have been simplified.

This unit will record documents smaller than bank checks up to single sheets 11" wide and 3,700' long, photographing both sides. A system of mirrors is used to record the face and reverse sides at the same time.

The Micro-Twin is so light it may be carried easily by two persons. It has a rugged, lightweight aluminum channel frame covered with plywood. The working surface is of melamine plastic which resists stains and burns. It measures 13 $\frac{1}{2}$ " high, 23" deep and 32" wide. The reader screen is 8 x 11".

BURROUGHS CORP., 6071 Second Ave., Detroit 32, Mich.

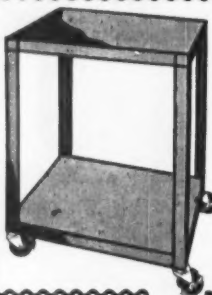
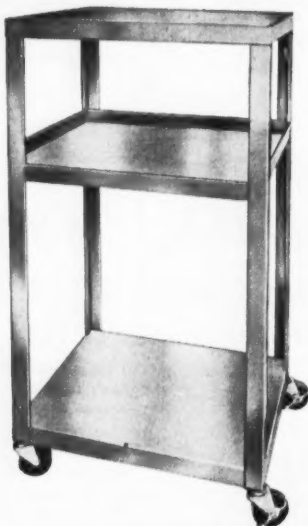
Stretch Your Visual Education Budget with Clapp's "Senior" Projection Table Makes Every Room a Portable Projection Booth

SE-129

Get more good use out of your visual-education equipment because it's so simple to move from room to room with a Clapp Roll-about Projector Table. Heavy, bulky equipment can be set up on this sturdy, all-steel table in advance, then rolled into hall or classroom on a moment's notice—with a minimum of distraction.

price **\$39.50**

- All-steel, welded table 42" high
- Rubber mat for top shelf
- All three shelves 18" x 22"
- 11" between top and second shelves
- 22" between second and lower shelves
- Metallic gray, baked enamel finish
- 3" soft rubber-tired casters with ball-bearing swivel on all casters.
- Sidebrakes on two casters to prevent rolling—even on inclined floors.



Clapp's Junior 26" Two-shelf Table

Designed for use with framed-model screens, this 26" model has the same sturdy, all-steel construction as the "Senior" Table. Lower shelf has extended channel for carrying framed-type screens.

- All steel, 26" high
- 2 shelves 18"x22"
- Gray baked enamel finish
- Shipped ready to use
- 3" rubber-tired casters with full ball-bearing swivel.

price **\$31.50**



Ask your dealer or write

W. D. CLAPP COMPANY

333 N. Michigan Ave.

Chicago 1, Illinois

**IF YOU
CARE -
GIVE!**

NOW!

REEL SPRINKLER AUTOMATICALLY SOLVES YOUR LAWN IRRIGATION PROBLEMS...Low Cost Traveling Lawn-and-Garden Sprinkler Brings "Rainfall" Where You Want It, When You Need It!



Very compact—only 16½"x22"
Handles up to 200' plastic hose

★ If your dealer can't supply you,
write direct for FREE catalog and
order blank.

• NOTHING TO PICK UP, WIND UP, CARRY or SHUT-OFF!*

• Covers Up To 14,000 Sq. Ft.

• At last . . . a completely practical and efficient portable irrigator for automatically keeping your lawns green all season long! Reel Sprinkler uniformly irrigates large or small lawns, soaking the roots to promote the proper growth of lush, green grass. Once you turn it on, no further action is required. It does the complete job while you're away . . . day or night! All metal construction scientifically engineered for years of dependable, effortless performance to meet toughest requirements. Fully guaranteed. For less than \$50.00 you can own a modern new Reel Sprinkler that will save your Maintenance Department plenty of time, labor and money besides producing a green lawn year after year. Ideal for home use too! Yes, Reel Sprinkler gives you most for your money—and your water! Order yours today. Immediate delivery.

★ Travels Course You Set ★ Conserves Water
★ Winds Up Hose As It Irrigates
★ Returns To Valve For Automatic Shut-Off

*shut-off valve optional

**REEL SPRINKLER
COMPANY**

1814 NORTH WESTWOOD AVENUE, TOLEDO 7, OHIO

"NO OTHER SPRINKLER CAN DO WHAT REEL SPRINKLER DOES!"

SE-186

Check these "SAFE-TEE" features

Tubular Welded
Rubber Frame
Foot Caps
Won't Slide
All-Steel
Form-Fitting
Baked
Enamel Finish



Rounded
Seat Corners
Can't Upset
Can't Collapse
Noiseless
Posture Back
Sturdy
Braces

**Ionica "SAFE-TEE"
FOLDING CHAIRS**



This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!

Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONIA MFG. CO. • IONIA, MICH.

SE-187



World's Leading Curtain Tracks and Controls

**NEW!... MANUALLY OPERATED
"Stop... Start... & Reverse"
Autodrape Curtain Machine
Lowest Priced
Machine Of Its
Type Ever Made!**



- Virtually fool-proof, for use on school stages
- All controls at fingertips
- Easy to install and maintain
- Simple to operate



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SE-301 New Films Catalog

This eight-page catalog announces new film releases ready for distribution. Topics cover such subjects as: Parents Study Child Behavior; N. Y. Zoological Society Films; A series of filmstrips on "Secretarial Training"; Guide to Mental Health Films; Life in a Garden. A selected Check List is included listing films available under various subjects such as Business and Industry; Drawing and Shop Practice; Education and Training; Health; Mathematics; Science and Social Studies. MCGRAW-HILL BOOK CO., INC., 330 W. 42nd St., New York 36, N. Y.

SE-302 Film for Education

The School And The Community. Running

time 14 minutes. B&W or Color. This film discusses the problem of separation between the school and the community, and indicates that teachers, parents, school officials and the citizenry share responsibility for bringing them together. Shows the benefits which the school and the community gain when they cooperate. MCGRAW-HILL BOOK COMPANY, 330 W. 42nd St., New York 36, N. Y.

SE-303 Filmstrip Catalog

Young America Filmstrips. This new catalog is a handy reference to more than 440 new filmstrips made especially for use in the classrooms of elementary schools, high schools and colleges. Among these are films on: Reading-Language Arts; Science-Health-Safety; Home Economics; Art-Music; Social Studies and Miscellaneous Filmstrips. Price quotations and sets are included with complete titles

of each frame. YOUNG AMERICA FILMS, INC., 18 East 41st St., New York 17, N. Y.

SE-304 Stamp Filmstrips

Adventures In Stamps. A unique series of 35mm color film-strips, entitled *Adventures In Stamps*, is now being released by Cambridge Productions. Dealing with many phases of historical and industrial development and depicting events that run the gamut of history from ancient times to the atomic age, *Adventures In Stamps* uses stamp collecting as its presentation format. The color reproductions project the minutest details and full classic beauty of the stamps. Among the subjects included are: The Story of The Panama Canal, Railroad in Stampdon, Discovery and Exploration of the North Pole, and many others. CAMBRIDGE PRODUCTIONS, 17 E. 45th St., New York, N. Y.

SE-305 Fairy Tales

Tales from Grimm and Andersen. A series of seven filmstrips, in color, for primary grades has just been released. The stories, which follow closely the most acceptable adaptations of Grimm and Andersen, are told simply and effectively. Captions are brief and in good reading form, with large, readable type. Films in this series include: *The Shoemaker and the Elves*; *The Wolf and the Seven Little Kids*; *Rapunzel*; *The Frog Prince*; *Spindle, Shuttle and Needle*; *Hans Clodhopper*; *The Princess on the Pea*. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-306 Geography

The Fundamentals of Geography. A series of ten filmstrips, in color, has just been released. The unit includes the *Solar System and Universe*; *The Earth: Its Motions, Latitude, Longitude and Time*; *Maps, Globes and Graphs*; *The Forces of Nature*; *Air and Weather*; *Land and Water*; *Areas and Formations*; and many others. EYE GATE HOUSE, INC., 2716 Forty First Ave., Long Island City 1, N. Y.


SE-307 Film Catalog

Brandon International Film Classics. This new 100-page film library catalog contains an extensive selection of notable worldwide full-length films available in 16mm. It also lists a collection of short films for information, education and fun. In addition to the Alphabetical List of Film Titles and the Subject Area Index, a third index entitled the Guide to Directors and Film Music Composers is included. BRANDON FILMS, 200 W. 57th St., New York 19, N. Y.

SE-308 The South

The South. This series, in color, for all grade levels beginning with intermediate, explains how people live in the southern part of the United States. Individual titles include: *Resources and Manufacturing Industries*; *Agriculture*; *Subtropical Coastal Lands*; *Subtropical Coastal Lands and Western Texas*. SOCIETY FOR VISUAL EDUCATION, INC., 1345 Diversey Parkway, Chicago 14, Ill.

SE-131



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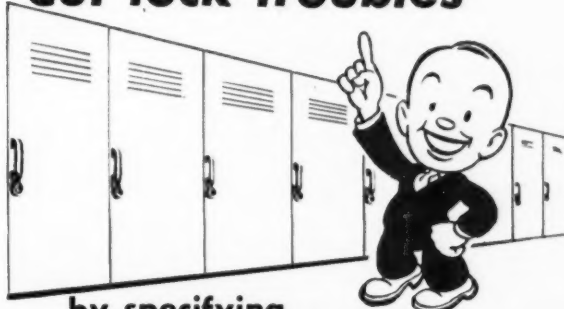
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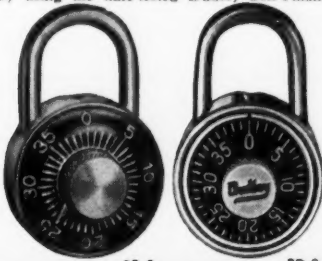
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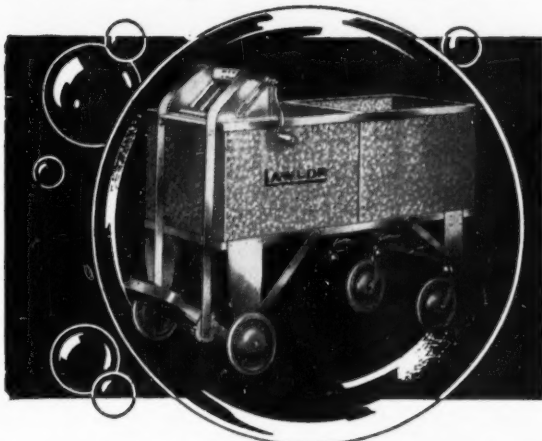
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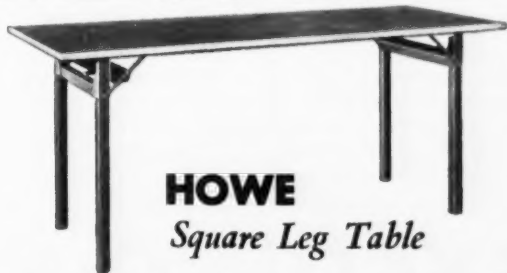
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July, 1954

SE-179

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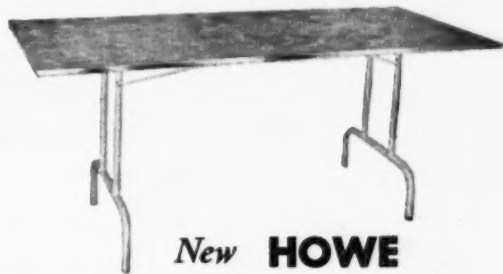
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115

Manufacturers' Catalogs

SE-309 School Furniture

Brunswick School Furniture. This attractive 4-page catalog, with a four-color cover, displays the 12 basic units in the Brunswick line with all their possible variations and additional styles. Architectural renderings on many pages depict the various units in typical classroom settings. A pocket on the inside back cover contains 20 pages of complete and detailed specifications of every item in the line, as well as a complete price list. Also included is a four-page section devoted to Brunswick's Horn Division including gym seats, folding partitions, folding stages and folding wardrobes. Actual photographs of the

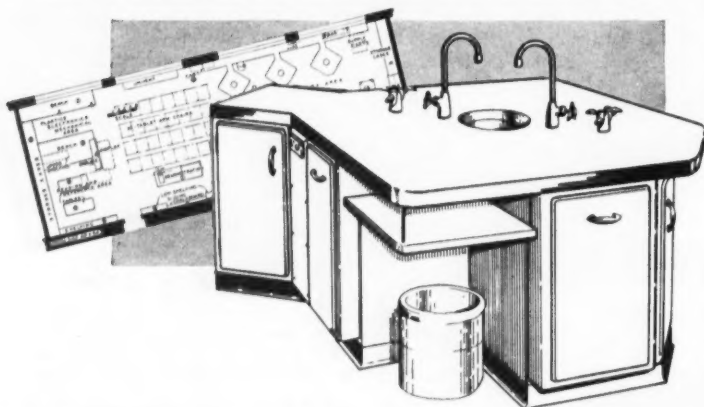
Brunswick line in use in leading schools throughout the country is included. **THE BRUNSWICK-BALKE-COLLENDER CO.,** 623 S. Wabash, Chicago 5, Ill.

SE-310 Sound Equipment

A new 20-page illustrated RCA sound products catalog listing the company's latest line of sound equipment, has been released. The booklet is divided into sections dealing with such sound products as microphones, amplifiers, speakers, intercommunications equipment, television antenaplex systems and unit-built cabinets and racks. Each section in turn presents a list of products designed to meet needs from portable systems to large sound installations. Special features, uses, specifications and photographs of each model are listed. **RADIO CORPORATION OF AMERICA, SOUND PRODUCTS SEC.,** Camden, N. J.

SE-133

EXCITING NEWS IN SCIENCE EDUCATION



For the past several years there have been increasing rumbles of a new direction in science teaching, which will open new vistas for a properly-trained teacher in a properly-planned room.

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SE-311 School Seating

Catalog 54. The latest in modern desks and seating equipment for schools and colleges is illustrated and described in a new catalog prepared by the **Arlington Seating Co.** For the college level, items featured are the fixed-pedestal tablet arm chairs, Nos. 222 and 233, comfort conditioned and fashioned with smooth, flowing posture curves. Also illustrated, for lecture room seating, are the fixed type pedestal tables and chairs. The new No. 730 table and No. 330 chair offer compact pedestal mountings which permit easy installation on either level or riser-type floors . . . and give maximum unobstructed floor area, for student comfort and easier cleaning operations. **ARLINGTON SEATING CO.,** Arlington Heights, Ill.

SE-312 Cleaning Tools

Illustrations and specifications of the Premier line of heavy duty cleaning tools are shown in a new catalog sheet issued by **Premier Co.** The pamphlet lists model numbers and features of brushes, extensions and floor rods, connectors and adapters, bags, hoses, nozzles and miscellaneous tools and accessories. **PREMIER CO.,** Dept. KP, 755 Woodlawn Ave., St. Paul 1, Minn.

SE-313 Laboratory Equipment

The 20th edition of *What's New for the Laboratory* has just been announced by the **Scientific Glass Apparatus Co.** Many new items are featured in this 24-page brochure including: a new balance, colorimeter, constant-temperature circulator, glass fiber filter paper, polyethylene ware, jar bath, ionograph, explosion-proof mixer industrial ovens, magnetic stirrer, plus many others. **SCIENTIFIC GLASS APPARATUS CO., INC.,** Bloomfield, N. J.

SE-314 Floor Maintenance Machines

American Deluxe Floor Maintenance Machines. Just off press, this attractive four-page catalog illustrates the American line of floor machines. The 14, 15 and 19-inch deluxe models with specifications are described. A wide selection of brushes and pads are available for all floor work. Some of the features include: (1) handle adjustment from vertical position to 80°, (2) handle is easily removed by loosening knob so that machine in two convenient parts may be transported in any passenger car, (3) the motor and gear-box are air cooled, etc. **THE AMERICAN FLOOR SURFACING MACHINE CO.,** Toledo, O.

SE-315 Lamps

A new **Luxo Lamp Model L-3** is described and illustrated in this two-page pamphlet just released. It tells how this model has the added advantage of an extra arm, giving a total radius of 60 inches, and is especially useful in cases where it is necessary to shift the light to different spots over a wide area. Available in several types of brackets. The weight is approximately 4½ lbs. and is finished in gray. **LUXO LAMP CORP.,** Tuckahoe, N. Y.

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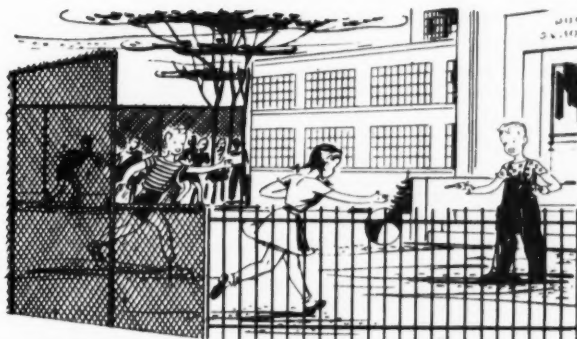
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New Textbooks

SE-316 Algebra

Algebra First Course. Written by G. C. Bartoo, M.A., and Jesse Osborn, Ph.D., this text offers a full teaching program: new material, practice work for skill, reviews, provisions for different levels of student ability, and many carefully prepared tests. The content of first-year algebra is presented in short units, each unit as nearly as the authors could make it, a complete course within itself. Many pages of practice in the fundamentals of arithmetic are provided. The text presents the fundamentals of algebra as a natural outgrowth of arithmetic and as a means of strengthening arithmetic, as well as a step from arithmetic to more advanced mathematics. WEBSTER PUBLISHING CO., St. Louis, Mo.

SE-317 Treasury of Literature

A readtext series, consisting of four books for grades 3-6 edited by Leland B. Jacobs and Eleanor M. Johnson, is now available. They consist of 1,392 pages of very fine children's literature, every page with original illustrations. The titles are: *Treat Shop* (for Grade 3) list price \$2.00; *Magic Carpet* (for Grade 4) \$2.20; *Enchanted Isles* (for Grade 5) \$2.20; and *Adventure Lands* (for Grade 6) \$2.28. CHARLES E. MERRILL BOOKS, 400 S. Front St., Columbus 15, Ohio.

SE-318 Words

Word Study for Improved Reading. Author A. Allen Robbins. Price \$1.00. The purpose of this workbook is to recall material that pupils may have been taught but not learned. The more the pupil recalls, the

greater the "sticking" power of the experience. In each lesson there is a section *Things to do for practice*, which is of primary importance in forming the basis for further remedial work on an individual basis. Also included in every lesson is a spelling drill, vocabulary building, and the use of words in sentences. GLOBE BOOK CO., 175 Fifth Ave., New York 10, N. Y.

SE-319 Craft Ideas for Children

Holiday Handbook No. 2. Included in this new handbook, just released, are over 60 pages of unique year-round ideas on gifts, decorations, paper craft etc. Sections are devoted to Valentine's Day, Easter, Mother's Day, Hallowe'en, Thanksgiving, Christmas and numerous year-round ideas. The price is \$1.00 per copy. HIGHLIGHTS FOR CHILDREN, 37 E. Long St., Columbus, Ohio.

SE-135

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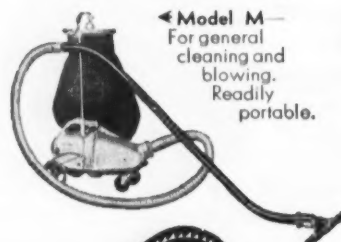
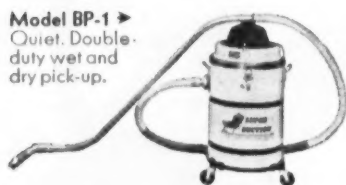
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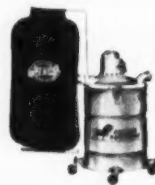
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SE-320 English History

Men of Iron. This book tells of adventures which deal with knighthood in England during the time of Richard II, Henry IV, and Henry V, three colorful English kings. The writer describes how Richard II was, at times, a very selfish and wicked king who ruled England from 1377 until 1399 when he was forced to leave the throne only to be imprisoned in Pontefract Castle, where, in the year 1400, he was murdered. After numerous revolts and bad economic conditions in England, Richard's cousin, Henry, returned from exile in France and proclaimed himself King Henry IV, King of England. This text also tells of exciting tales of knighthood. Written by Howard Pyle. Price \$2.00. GLOBE BOOK CO., 175 Fifth Ave., New York 10, N. Y.

SE-321 A Child's Day

Our Day by Richard W. Burkhardt and Ann C. McGuinness. Illustrated by Clare McKinley. This interesting picture story without text presents common school situations that the first grade child will encounter. The drawings are realistic and easily interpreted. The approach covers the school day from arising until the return home. Talking about the pictures and sharing similar experiences lead the child to understand and adapt himself to living with others at school. Primarily for Pre-Reading levels. Price \$1.28. BECKLEY-CARDY PUBLISHERS, 1632 Indiana Ave., Chicago, Ill.

SE-322 Metals

Metals And How To Weld Them is a combination text and reference book presenting practical information for planning and making better welds at lower costs. The text has been organized and written to explain in clear, logical, readily understood steps the structure and properties of metals and welding techniques. Gives correct procedure for welding steels, cast iron, and hard facing. Explains how to make good welds and how to avoid trouble when welding; has large glossary of welding terms and useful tabular data. Written by T. B. Jefferson and Gorham Woods. Price \$2.00. THE JAMES F. LINCOLN ARC WELDING FOUNDATION, Cleveland 17, Ohio.

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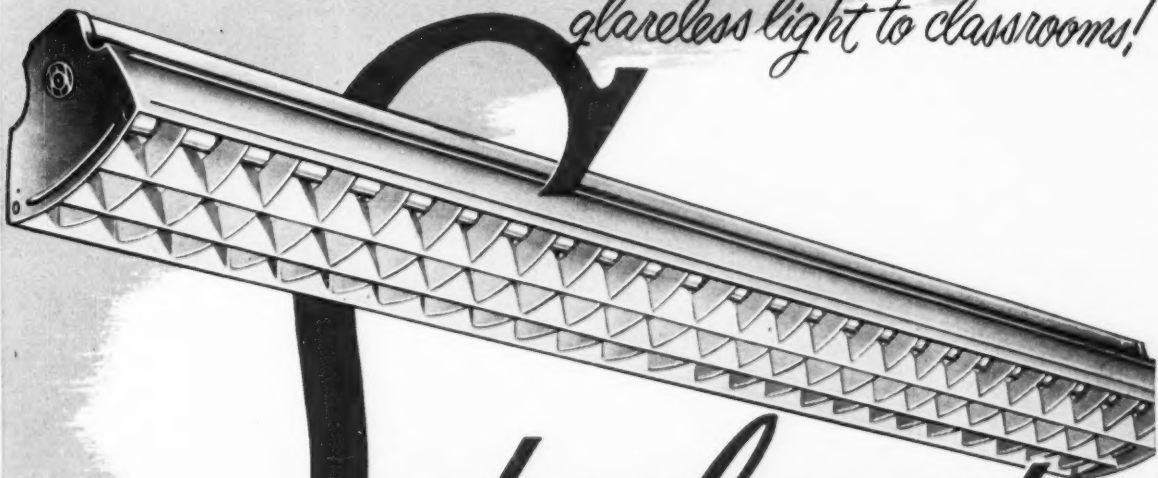
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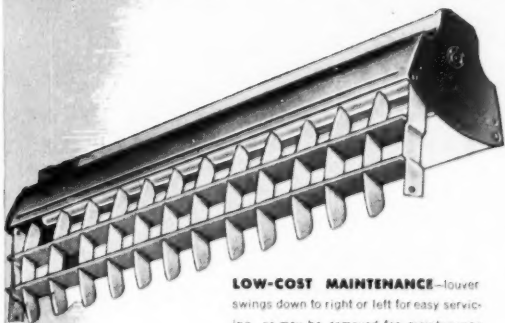
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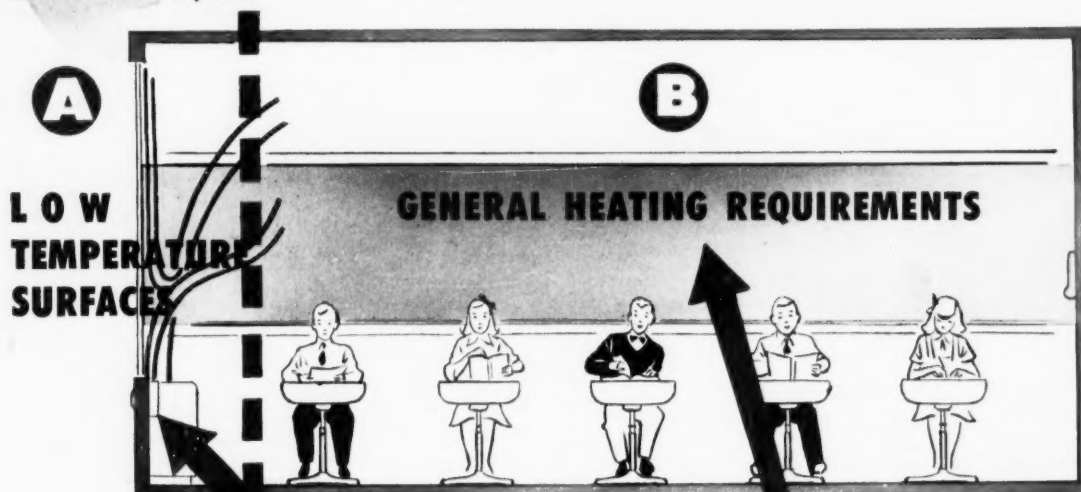
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